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MEREDITH COLLEGE
RALEIGH, N. C.

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RALEIGH, N. C.

Meredith College

QUARTERLY BULLETIN




Founders' Day Number

Published by Meredith College in November, January, March, and June

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Meredith College

Founders' Day

FEBRUARY 5, 1937

10:30 A. M.



ORGAN PRELUDE—*Marcia Religioso* *Parker*

HYMN—"Faith of Our Fathers, Living Still" No. 249

INVOCATION {
SCRIPTURE { *Mr. M. A. Huggins*

CANTATA—The 137 Psalm *Franz Liszt*

GREETINGS FROM ALUMNAE

Presented by President Brewer

DEDICATION HYMN *Russell Broughton*

Written for the Choir and Student Body of Meredith College
for Founders' Day, 1934

ADDRESS—"Christian Education" *Rev. J. W. Kincheloe*

ALMA MATER *Vann*

BENEDICTION *Rev. Mr. Kincheloe*

Founders' Day Address

CHRISTIAN EDUCATION

REV. J. W. KINCHELOE, Pastor of the First Baptist Church,
Rocky Mount, N. C.

In preparing this address I found myself strongly tempted to sermonize. The need of a suitable text immediately presented itself. But then I remembered the nature of the invitation and the fact that I had promised to deliver an address on Christian Education. With the habits of a minister firmly fixed and a subject that runs so nearly on parallel lines with a minister's regular work, I trust that I may be pardoned should there seem to be in my effort today too much preaching within theological confines, and too little of that breadth of vision where education and Christianity are to be considered in happy combination. It would seem that argument is out of the question when considering this very important subject. And yet there are those who, while refusing to be convinced by argument, have grown indifferent to a movement which has never failed to bring up reinforcements for both education and Christianity. With the growing impression that prevails in many quarters to the effect that Christianity should remove itself from the educational field, many vital questions present themselves for consideration.

With Christianity eliminated from the field of education, what other force could we substitute to fill its place? Christianity through its representatives not only furnished the inspiration for educational beginnings but it has continued to refresh the streams of thought and development in the educational realm up to the present hour. The church and denominational school and college have set the pace for the state in her efforts to dethrone ignorance and to grow a citizenship crowned with a working knowledge of those things that relate to both the social and spiritual order. The State of North Carolina can never afford to ignore the influence of men trained at Duke, Davidson and Wake Forest Colleges when acknowledging her debts of gratitude to those who have contributed so largely in laying the foundation upon which her present educational structure rests. Nor can our educational leaders in the field of general education fail to recognize the beneficent contributions made by women trained at Meredith, Salem, Chowan and other denominational institutions to the great colleges for women now supported by the state. But there is another thing that we must not lose sight of, and that is the influence of Christian education upon the character of general education. It is not only true that the roots of general education extend

far back into the history of church and denominational schools, but it is also true that the spirit of Christian education has projected itself into the character and expression of both private and state institutions of learning. In this respect Christian education has made a very definite and lasting contribution as a stop-gap against dangers with which educational systems and institutions without a religious background are fraught. The influence of Christianity in education was never needed more than at the present hour.

In an age of radical changes, departures from old frontiers and growing restlessness in every realm of human thought and action, we face the need of stabilization. If we do not find this stabilizing force in the character of that training received by the rising generation the storms that have swept over so many other nations will soon overtake us. Kingdoms are falling before the rising tides of democracy. Democracies are degenerating into ultra socialistic or communistic governing agencies. Or to prevent this a Hitler or a Mussolini has become in the minds of those who follow him a nation's Savior. No one doubts for a moment the influence of educational systems and leaders in these stupendous movements that shake nations to their foundations. No doubt has yet been expressed as to the part played by education in producing that situation which plunged the nations into war a little while ago. In the system of education that prepared the German nation for the eventualities of 1914, and the tragedies which followed, the glory that should have come to the Prince of Peace was reserved for the god of war.

Changes are destined to come in the life of our own nation. Let us hope that they may be changes worthy of the aims and efforts of the men and women who laid the foundations of our republic. But when these changes come there will be unquestionably reflected in them the spirit that now animates our leaders in educational effort, and the character of that foundation upon which our educational system rests. In the realization of this hope we shall be able to hold on our course with such changes only as shall conserve the best of the past: and by a rigid observance of the delicate relationship that should exist between education and Christianity be able to safeguard the future of our people.

Just here it is only fair to state that while Christianity through its educational efforts has helped the cause of general education, it is our candid judgment that general education has also made a very distinct contribution to Christian education. At least in one respect the two exist in reciprocal relations. The tendency with every system is towards the extreme. We grow conservative or else we grow radical. For a time the tendency in Christian education was as strongly conservative as is the present tendency of general education in the direction of the radical. Conservatism often results in stagna-

tion. Stagnation is the forerunner of fossilization. It is as easy for a conservative thinker to forget the statement, "Ye shall know the truth and the truth shall make you free" as it is for the free thinker to forget that other inspired statement—"Thus far shalt thou go and no farther." It was just as natural for religious conservatives to refuse in the far past to accept the statement that the world is round as it is for the unrestrained thinker now to send a boy home after graduation believing that he has discovered his human origin in the life of some long lost family of simians.

While Christian education has furnished its stop-gaps to the field of general education in one direction, general education has squared its account with us by opening doors to new fields into which Christian education has not only been invited, but in which our leaders of thought and action find themselves very much at home. As in the educational realm we face the two extremes we have only to remember that while general education saves us from the one, Christian education will save our friends from the other. It has been truthfully stated, "General education is needed to rationalize Christian education and Christian education is needed to vitalize general education."

But coming back to the contributions made by Christian education we find decided evidences of its value in the growing influence of men and women trained in our denominational colleges. This influence is magnified in the spiritual achievements of our churches and their associated organizations where their leaders have enjoyed the advantages of a Christian education. In this respect Christian education has more than justified the sacrifices made by its friends. It has made possible for our churches a trained leadership composed of men and women who in many instances could never have gone to college had it not been for the sacrifices made by the founders of our great schools of learning. These trained leaders are to be found in our churches throughout the state. We have traveled over most of North Carolina and have yet to find a church in any large center of population which is not largely influenced by men and women from Wake Forest and Meredith Colleges. Travel east of the Roanoke River in one of the greatest Baptist sections, and at the same time one of the best Christian sections of the entire state, and you will find Chowan College projecting her influence into every sphere of human activity, social and spiritual. Only eternity can tell the story of Chowan's achievements in the combined field of education and Christianity. The influence that radiates from such an educational center must necessarily reach beyond the realm of the visible. Faith alone in efforts inspired by education and Christianity working in harmony could correct the mistakes made by the finite mind in any attempt to estimate the value of results achieved.

What is true of Chowan college in the east is also true of Meredith College. Christianity has moved on to larger achievements in this and other states while represented by trained women whose lives wear not only the educational stamp of Meredith, but whose Christian characters continue to radiate that spiritual influence by which they were surrounded while here. One of the greatest compliments ever paid an educational institution was paid to Meredith College in our presence some years ago by a leading woman among Virginia Baptists. She is connected with the women's work in one of the South-wide Associations of her denomination. This is her statement: "If I had a daughter I would send her to Meredith. In all of my association with women I have never met a woman trained at Meredith College who failed to measure to the highest Christian standards." This is not only a compliment to Meredith College, it is one of our strongest arguments for Christian education.

Another great asset to Christianity furnished by Christian education is the response given by Christian institutions of learning to the growing demand for a trained ministry. God has seen fit to call most of His ministers from the humbler walks of life. How many of the men whose training and spiritual force are so largely in evidence in the onward march of Christianity could have secured their present equipment had it not been for the sacrifices of those who, believing in Christian education, have made this training possible? The denominational college has not only justified the sacrifices which made possible a trained ministry for our churches, but over stupendous difficulties, with poverty and limited equipment, our leaders in this important field have raised the standards of their work in successful competition with similar institutions supported by the state.

No record will ever be compiled that will do justice to the men and women who have given their lives to the work of Christian education. With meager compensation, and at times discouragements that would have shaken the faith of souls less prepared to meet successfully the storms of adversity, these men and women have toiled on supported alone by the hope of seeing their reward in the lives of men and women rescued from obscurity by the combined instruments of education and Christianity. Think of the heights to which men like Dr. W. L. Poteat of Wake Forest, Dr. Chas. E. Brewer of Meredith College, and others of their class could have gone in other fields had not their conviction pointed them constantly to the possibilities of Christian education. Such men may find here but small rewards for their sacrificial labor of loyalty and devotion, but the constantly accumulating results of their efforts are destined to stand out among the richest heritages of succeeding generations. What is true in the results of the sacrifices of these great men who have placed duty

above the dollar mark and loyalty above fame is also true in the ever-growing results from the efforts of cultured Christian women who have dedicated their lives to kindred educational tasks.

Outstanding among the diversified assets that come to us in the heritage which I have already mentioned are the Christian laymen and lay-women of our churches. Having already mentioned the conspicuous place occupied in many of our churches by men and women trained in denominational colleges, we feel constrained before leaving that phase of our subject to suggest a reason for their preponderance in weight of influence. Men and women trained in denominational schools are kept more familiar with Christian requirements as they relate to service both personal and organized. Their contact with men and women familiar with the results of Christian principles as applied in character building would make it impossible for students to escape many suggestions that are not always to be met with in the state supported institutions. Another marked advantage to laymen especially in the denominational college is that of comradeships formed with ministerial students. A layman who has fought the battles of class room and athletic field with young ministers as teammates will develop bonds of sympathy, admiration and helpfulness that are not found in men trained in a different environment. No greater argument for Christian education is to be found than the devotion and loyalty to Christian ideals of the host of men and women sent back to the churches from Wake Forest and Meredith Colleges. I do not mean to say that great Christian laymen do not come from schools supported by the state. Many stalwart supporters of our churches never saw the inside of a church school classroom. And yet their achievements in the realm of Christian development and spiritual conquest compare favorably with the products of our best Christian institutions of learning. We are saying that the advantages for building outstanding Christian leadership for our churches are offered most frequently and appropriated most successfully in the environment and atmosphere of Christian education. In my appraisal of the results of Christian education in the lives of outstanding laymen I would not have you think me less cognizant of the great contributions in trained Christian womanhood furnished by Meredith College and kindred institutions. We wonder some times what many a preacher would have done had he not found a Meredith girl to share his joys and prepare his sermons for Sunday while he was engaged in evangelistic meetings all the week. So you see that while Wake Forest produces our outstanding laymen, after all Meredith College becomes the hope of the ministry.

Another advantage which we claim for Christian education is its effort to minister to the three-fold life of the student. All systems of education recognize this three-fold life but Christian education

alone is committed to an active effort in the interest of the spiritual life of the student. This phase of Christian education furnished much of the inspiration when through the response of the Baptists of North Carolina to the appeals of Meredith, Vann, and Stringfield Meredith College became a reality.

In other fields of education the emphasis is placed upon physical and mental culture. The spiritual need if recognized at all is only provided for in an indirect way. By the very nature of Christian education and the obligations assumed when our leaders accepted this challenging responsibility we are committed to the tasks of an undertaking that looks to a spiritual culture without which our education is never complete. To say that general education does not go this far is in no sense a reflection upon its methods. The separation of church and state makes it obligatory that the church keep out of politics and that the state refrain from interfering with the freedom of her people in matters of religious expression. The state may recognize the need of spiritual culture but under our constitution can not undertake to supply this need. The churches, on the other hand, are committed to the task of spiritual training, and any system of education promoted and maintained by Christian forces must of necessity include cultural features as they relate to the spiritual needs of the student. We find just here a growing danger in our institutions represented in the system of religious education. With the struggle of our leaders to maintain our institutions in the face of adverse financial conditions, and our strong competition with the state-owned schools in the athletic and scholastic fields, we recognize the temptations with which such situations are confronted. Our leaders must remember that a general education can be acquired from other directions and often at a more reasonable cost. Our only justification for maintaining the present centers of Christian education is found in the effort to supply our young men and women with the facilities for spiritual culture. So long as our institutions of learning maintain the standards which represent the interests of the spiritual man, just so long will the position of the Christian college be secure.

General education presents Socrates and addresses the student, saying: "Know thyself." Christian education said as much to the student before there was ever a state university established. General education presents Marcus Aurelius and addresses the student, saying: "Control thyself." Christian education exercised the same prerogative when only the church sought to satisfy the desire of youth's thirst for knowledge. Here general education stops while Christian education moves on to yet another goal. Christian education presents Jesus Christ and addressing the student in the language of the great spiritual Teacher says: "Deny thyself." General education assists the student in translating ancient and modern languages into

the language of his every day expression. But Christian education does more. Christian education not only translates dead languages into modern vehicles of communication; it translates the language of God into the language of daily spiritual living, and communication with the unseen forces of the spiritual realm. General education helps the student to know. Christian education helps the student to see. The aim of the one is possession, the goal of the other is vision. Christian education enables the student to say with Paul: "Not as though I had already attained, either were already made perfect; but I follow after, if that I may apprehend that for which also I am apprehended of Christ Jesus." Christian education enables the student to say with Helen Keller when addressing her teacher: "You have made me see! I see sunsets. I smell perfumes. I see roses. I see you. I see God."

"Humility doth much resemble clay
Used by our Lord to give the blind man sight.
Anoint your eyes with that same salve today,
And you ere long shall look upon the light."

In conclusion, may I be permitted to pay this brief tribute to the memory of those pioneers in Christian education who lighted the torch that still flames afresh above their moss-covered tombs: They represented well the "Land that religion has hallowed and liberty redeemed." Our appreciation for the heritage carved from the rock of their faith will be best conserved as with the forge of our reinforced efforts we fan the flame lighted by our benefactors to a greater spiritual glow. There is a place which only Christian education can fill for those of us who believe that youth's education is never complete until our young men and women can say with Woolsey:

"How infinite and sweet, Thou Everywhere
And all-abounding Love, Thy service is!
Thou liest an ocean round my world of care,
My petty everyday; and fresh and fair
Pour thy strong tides through all my crevices,
Until the silence ripples into prayer.

And I should faint for fear, but lo! amid the press,
The whirl and hum and pressure of my day
I hear thy garments sweep, thy seamless dress,
And close beside my work and weariness
Discern thy gracious form, not far away,
But ever near, O Lord, to help and bless.

The busy fingers fly, the eyes may see
Only the glancing needle which they hold,
But all my life is blossoming inwardly,
And every breath is like a litany,
While through each labour, like a thread of gold,
Is woven the sweet consciousness of Thee!"

MEREDITH COLLEGE HONOR ROLL

FIRST SEMESTER, 1936-1937

First Honor Roll

Abernethy, Ruth; Adams, Betsy; Allgood, Lisette; Andrews, Margaret; Aydlett, Carolyn; Barrett, Ruby; Behrman, Barbara; Bethea, Flora Kate; Blanchard, Margaret; Bowers, Carrie; Brewer, Sue; Britt, Evelyn; Bullard, Margaret; Canaday, Helen; Canady, Catherine; Cates, Lucile; Cates, Edlee; Childs, Margaret Jane; Coward, Annie Elisabeth; Crabtree, Beth; Critcher, Carolyn; Critcher, Mildred Ann; Crowder, Mildred; Culberson, Frieda; Currin, Jessie; Edwards, Eleanor; Garrett, Mirvine; Goodman, Alice; Grayson, Margaret; Green, Dorothy; Hamrick, Olive; Harris, Adelaide; Harris, Frances; Heffner, Mary Miller; Henderson, Carolyn; Hilliard, Helen; Hollowell, Annabelle; House, Jocelyn; Howell, Lillian Pope; Johnson, Anna Lee; Johnson, Catherine; Johnson, Elizabeth; Jones, Ethel; Jones, Helen; Kester, Gwendolyn; Kichline, Betty; Knott, Ethel; Kramer, Margaret; Lanier, Frances; Leonard, Rachel; Lewis, Margaret; Lightfoot, Jean; McLean, Ruth; Martin, Katherine; Martin, Mary; Messenger, Martha; Midgett, Kathleen; Nowell, Ruth; Pittman, Frances; Poe, Lillian; Porter, Grace; Poteat, Anne; Powell, Nancy; Rose, Harriet; Rudisill, Susan; Sears, Ruth; Sewell, June Fay; Shepherd, Margaret; Shuford, Katherine; Suiter, Kate Mills; Tatum, Frances; Walters, Mary Cathren; Watkins, Mary Lea; Wester, Charlotte.

Second Honor Roll

Browne, Dorothy Deane; Byrum, Dorothy; Clarke, Sada Louise; Coggins, Edna Earle; Combs, Virginia; Council, Mary Virginia; Covington, Kate; Daniel, Mamie Louise; Dawkins, Edna Frances; Dickinson, Kathryn; Everett, Elizabeth; Fowler, Flora; Futrell, Mary Frances; Glazener, Martha Mae; Griffin, Sarah; Gupton, Lillian; Heatherley, Helen; Henley, Elizabeth; Kalmer, Katherine; Marshburn, Evelyn; Moody, Elizabeth; Parker, Carolyn; Pittman, Florence; Snow, Aileen; Thompson, Emily; Turner, Mary Johnston; Tuttle, Geraldine; Watson, Virginia Lee; Williams, Evalan; Williams, Nellie; York, Mary Elizabeth.

POINTS				
<i>No. of Classes per week</i>		<i>Points for first honor</i>		<i>Points for second honor</i>
12	-----	27	-----	22
13	-----	29	-----	24
14	-----	31	-----	26
15	-----	33	-----	28
16	-----	35	-----	30
17	-----	37	-----	32
18	-----	40	-----	34

GRADES

- A gives 3 points per semester hour of credit.
 B gives 2 points per semester hour of credit.
 C gives 1 point per semester hour of credit.
 D gives 0 points per semester hour of credit.

SERIES 30

MARCH, 1937

No 3

MEREDITH COLLEGE

RALEIGH, N. C.

QUARTERLY BULLETIN



THIRTY-EIGHTH CATALOGUE NUMBER ANNOUNCEMENTS FOR 1937-1938

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under the Act of Congress of July 16, 1894

1937

JANUARY	APRIL	JULY	OCTOBER
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1938

JANUARY	APRIL	JULY	OCTOBER
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Calendar for the Year 1937-1938

Sept.	7. Tuesday	9 a.m. MATRICULATION AND REGISTRATION of new students. Examinations for making up conditions of last semester are arranged by the departments with the students who wish to take the examinations.
Sept.	8. Wednesday	9:00 to 3:00. MATRICULATION AND REGISTRATION of former students.
Sept.	9. Thursday	8:30. LECTURES AND CLASS WORK BEGIN.
Sept.	9. Thursday	8:00 p.m. Formal opening.
Nov.	20-24.	Applications and schedules of students who are to take examinations for making up conditions of last semester are to be filed in the Dean's office.
Nov.	25-27. Thursday, Friday, Saturday	THANKSGIVING VACATION.
Dec.	20 -Jan. 1	CHRISTMAS VACATION.
Jan.	12-18.	Students may submit to the Dean their schedules for the spring semester.
Jan.	19-25.	Examinations for the fall semester.
Jan.	26. Wednesday	MATRICULATION AND REGISTRATION of all students for the spring semester.
Jan.	27. Thursday	LECTURES AND CLASS WORK of the spring semester begin.
Feb.	4.	FOUNDERS' DAY.
April	15-18.	SPRING VACATION.
April	20-25.	Applications and schedules of students who are to take examinations for making up conditions of last semester are to be filed in the Dean's office.
May	14-20.	Students may submit to the Dean their schedules for the work of next semester.
May	21-27.	Examinations for the spring semester.
May	30. Monday	COMMENCEMENT.

Calendar for Summer Session, 1937

AT WAKE FOREST AND MARS HILL COLLEGES

June	9.	SUMMER SCHOOL opens.
August	7.	SUMMER SCHOOL closes.

Board of Trustees

JOSEPH RUFUS HUNTER, <i>President</i>	Raleigh
FOY JOHNSON FARMER, <i>Vice President</i>	Raleigh
JOSEPH DOZIER BOUSHALL, <i>Secretary</i>	Raleigh
SIMMS & SIMMS, <i>Attorneys</i>	Raleigh
FULLER B. HAMRICK, <i>Treasurer</i>	Raleigh

Terms Expire 1937

EVERETT JOHNSON BRITT.....	Lumberton
HENRY EDWARDS	Shelby
WILLIAM OSCAR RIDDICK.....	Azalea
ROBERT HENRY RIGGSBEE.....	Durham
ROBERT NIRWANA SIMMS.....	Raleigh
WILLIAM ATHA THOMAS.....	Statesville

Terms Expire 1938

RUBY MCKAY BARRETT.....	Laurinburg
JOSEPH DOZIER BOUSHALL.....	Raleigh
MARGARET SHIELDS EVERETT.....	Greenville
EDWIN MCKEE GOODWIN.....	Morganton
JOSEPH RUFUS HUNTER.....	Raleigh

Terms Expire 1939

THOMAS ARRINGTON AVERA.....	Rocky Mount
JOHN THOMAS JOHNSON BATTLE.....	Greensboro
MAUDE DAVIS BUNN.....	Raleigh
OSCAR CREECH	Ahoskie
WILLIAM LOUIS POTEAT.....	Wake Forest
WALTER HERBERT WEATHERSPOON.....	Raleigh
EPH WHISENHUNT	Elkin

Terms Expire 1940

ZEBULON MARVIN CAVENESS.....	Raleigh
FOY JOHNSON FARMER.....	Raleigh
ANNA KITCHIN JOSEY.....	Scotland Neck
JAMES YADKIN JOYNER.....	La Grange
DANIEL HARRIS PENTON.....	Wilmington
COMMODORE THOMAS COUNCIL.....	Durham

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JOSEPH DOZIER BOUSHALL, *Secretary*
MAUDE DAVIS BUNN
ZEBULON MARVIN CAVENESS
FOY JOHNSON FARMER
JOSEPH RUFUS HUNTER
WALTER HERBERT WEATHERSPOON

Financial and Auditing Committee

JOSEPH DOZIER BOUSHALL, *Chairman*
JOSEPH RUFUS HUNTER
WALTER HERBERT WEATHERSPOON

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MAUDE DAVIS BUNN, *Chairman*
ZEBULON MARVIN CAVENESS
ROBERT NIRWANA SIMMS
CHARLES EDWARD BREWER
FULLER BROUGHTON HAMRICK

Budget Committee

CHARLES EDWARD BREWER
FOY JOHNSON FARMER
ROBERT HENRY RIGGSBEE

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Officers of Administration

CHAS. EDWARD BREWER, A.M., Ph.D., LL.D.

Wake Forest College, A.M.; Graduate Student, Johns Hopkins University;
Cornell University, Ph.D.; Baylor University, Wake Forest College, LL.D.

PRESIDENT

J. GREGORY BOOMHOUR, A.B., A.M.

Colgate University, A.B.; University of Chicago, A.M.

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MARY SUSAN STEELE, A.B., A.M., Ph.D.

Meredith College, A.B.; Cornell University, A.M., Ph.D.

DEAN OF WOMEN

HAZEL RUTH CLARK, B.S., A.M.

Central School of Hygiene and Physical Education, Diploma. Columbia
University, B.S., A.M. Graduate Student, University of California.

ASSISTANT DEAN OF WOMEN

ETHEL EVANGELINE ENGLISH, B.S., A.M.

Meredith College, B.S.; University of North Carolina, A.M.

ADVISER OF FRESHMEN

FULLER BROUGHTON HAMRICK, A.B.

Wake Forest College, A.B.; Student, University of Tennessee

BURSAR AND TREASURER

MARGARET FORGEUS, A.B.

Bucknell University, A.B.; Drexel Institute Library School

LIBRARIAN

MAE FRANCES GRIMMER

Meredith College Diploma in Music

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Meredith College, B.Mus.

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University of North Carolina, A.B. in Journalism.

DIRECTOR OF NEWS BUREAU

LATTIE RHODES

Coker College

SECRETARY TO THE PRESIDENT

MRS. JAMES HENRY BUTLER

Cecil's Business College

SECRETARY TO THE BURSAR AND TREASURER

JESSIE LOIS MORGAN, A.B.

Meredith College, A.B.

ASSISTANT SECRETARY TO THE BURSAR AND TREASURER

MARY FRANCES WELCH

Hillman College; Graduate of School of Home Economics and Dietetics
of Battle Creek Sanitarium

DIETITIAN

ANNIE LEE WHITE

HOUSE DIRECTOR

NORA KELLY, R.N.

South Mississippi Infirmary

NURSE

ANNIE KEITH, A.B.

Meredith College, A.B.

DINING ROOM HOSTESS

MRS. T. M. PHILLIPS, R.N.

Rex Hospital Training School

ASSISTANT NURSE

Faculty of Arts and Sciences

LEMUEL ELMER McMILLAN FREEMAN, A.B., A.M., B.D., TH.D.

Furman University, A.B.; Harvard University, A.M.; Newton Theological
Institution, B.D.; Southern Baptist Theological Seminary, Th.D.;
Student, University of Chicago

PROFESSOR OF RELIGION

CATHERINE ALLEN, A.B., A.M.

Oberlin College, A.B., A.M.; Graduate Student, University of Chicago,
Harvard University, University of Berlin, The Sorbonne

PROFESSOR OF MODERN LANGUAGES

J. GREGORY BOOMHOUR, A.B., A.M.

Colgate University, A.B.; University of Chicago, A.M.

PROFESSOR OF PHYSICS

ERNEST F. CANADAY, A.B., A.M.

William Jewell College, A.B.; University of Missouri, A.M.;
Graduate Student, Duke University.

PROFESSOR OF MATHEMATICS

SAMUEL GAYLE RILEY, A.B., A.M.

Princeton University, A.B., A.M.

PROFESSOR OF HISTORY

LULA GAINES WINSTON, B.S., PH.D.

University of Richmond, B.S.; Johns Hopkins University, Ph.D.

PROFESSOR OF CHEMISTRY

JULIA HAMLET HARRIS, Ph.B., A.M., Ph.D.

University of North Carolina, Ph.B.; Cornell University, A.M.;
Yale University, Ph.D.

PROFESSOR OF ENGLISH

LENA AMELIA BARBER, B.S., A.B., M.S.

Adrian College, B.S.; University of Michigan, A.B., M.S.; Fellow in Botany
in Graduate School, University of Missouri

PROFESSOR OF BIOLOGY

ELLEN DOZIER BREWER, A.B., B.S., A.M.

Meredith College, A.B.; Columbia University, B.S., A.M.

PROFESSOR OF HOME ECONOMICS

HELEN PRICE, A.B., Ph.D.

Swarthmore College, A.B.; University of Pennsylvania, Ph.D.

PROFESSOR OF LATIN AND GREEK

BUNYAN YATES TYNER, A.B., A.M.

Wake Forest College, A.B.; Columbia University, A.M.; Graduate Student,
Teachers College, George Peabody College for Teachers

PROFESSOR OF EDUCATION

BESSIE EVANS LANE, A.B., M.D.

Meredith College, A.B.; Woman's Medical College of Pennsylvania, M.D.

PROFESSOR OF PHYSIOLOGY; COLLEGE PHYSICIAN

NETTIE SOUTHWORTH HERNDON, A.B., M.A.

West Virginia University, A.B., A.M.; Graduate Student, University of Chicago
and Duke University

PROFESSOR OF ECONOMICS AND SOCIOLOGY

EDGAR HERBERT HENDERSON, A.B., A.M., Ph.D.

Furman University, A.B.; A.M.; Harvard University, Ph.D.; Graduate Fellow
in Philosophy, Cornell University

PROFESSOR OF PHILOSOPHY AND PSYCHOLOGY

GERTRUDE ROYSTER SORRELL

Graduate of St. Mary's School; North Carolina College for Women; Special Student
of Physical Training at Trinity College, Columbia, and Yale

DIRECTOR OF PHYSICAL EDUCATION

MARY LYNCH JOHNSON, A.B., A.M., Ph.D.

Meredith College, A.B.; Columbia University, A.M.; Cornell University, Ph.D.

ASSOCIATE PROFESSOR OF ENGLISH

MARY LOUISE PORTER, Ph.B., A.M., Ph.D.

University of Chicago, Ph.B.; Cornell University, A.M., Ph.D.; Student, Harvard
University; Oxford, England; Alliance Française, Paris

ASSOCIATE PROFESSOR OF MODERN LANGUAGES

JENNIE M. HANYEN, B.S., A.M.

Columbia University, B.S., A.M.

ASSOCIATE PROFESSOR OF HOME ECONOMICS

ISAAC MORTON MERCER, A.M., Th.M., D.D.

University of Richmond, A.M.; Southern Baptist Theological Seminary, Th.M.;
Student, University of Leipzig; University of Richmond, D.D.

ASSOCIATE PROFESSOR OF RELIGION

LILLIAN PARKER WALLACE, A.B., M.S.

University of Denver, A.B.; North Carolina State College, M.S.; Graduate Student, University of North Carolina and Duke University
ASSISTANT PROFESSOR OF HISTORY

MARY JAMES SPRUILL, A.B., A.M.

University of North Carolina, A.B., A.M.; Graduate Student Columbia University, University of North Carolina, and University of Maine
ASSISTANT PROFESSOR OF ENGLISH

MARY YARBROUGH, A.B., M.S.

Meredith College, A.B.; North Carolina State College, M.S.; Graduate Study, Columbia University
ASSOCIATE PROFESSOR OF CHEMISTRY

ALICE BARNWELL KEITH, B.S., M.S.

Columbia University, B.S.; University of Tennessee, M.S.; Graduate Student, Columbia University and University of North Carolina
ASSISTANT PROFESSOR OF HISTORY

ETHEL EVANGELINE ENGLISH, B.S., A.M.

Meredith College, B.S.; University of North Carolina, A.M.
ASSISTANT PROFESSOR IN EDUCATION AND GEOGRAPHY

MARIAN WARNER, B.S., A.M.

Diploma Boston School of Physical Education; Columbia University, B.S., University of New York, A.M.
ASSISTANT DIRECTOR PHYSICAL EDUCATION

DORIS KATHERINE TILLERY, A.B., A.M.

Meredith College, A.B.; Duke University, A.M.
INSTRUCTOR IN MATHEMATICS

ETHEL KATHRYN DAY, A.B., A.M.

Meredith College, A.B.; The French School, Middlebury College, A.M.; Diploma supérieur d' Etudes francaises, Cours d' Eté, Université de Nancy; Diplome supérieur d' Etudes de Civilisation francaise, Sorbonne
INSTRUCTOR IN FRENCH

ELIZABETH GREGORY BOOMHOUR, A.B., A.M.

Meredith College, A.B.; Cornell University, A.M.
INSTRUCTOR IN BIOLOGY AND CHEMISTRY

MELBA CLEO HUNT, A.B.

Meredith College, A.B.; Graduate Student, Duke University
INSTRUCTOR IN BIOLOGY

LOUISE LANHAM, A.B., A.M., Ph.D.

Randolph-Macon Woman's College, A.B.; University of North Carolina, A.M., Ph.D.
INSTRUCTOR IN ENGLISH

ANNIE MITCHELL BROWNLEE LAY, A.B., A.M.

Mississippi State College for Women, A.B.; University of Michigan, A.M.
ASSISTANT IN BIOLOGY

CAROLYN WRAY, A.B.

Meredith College, A.B.
INSTRUCTOR IN PSYCHOLOGY AND LATIN

GUSSIE ROSE RIDDLE LIST, A.B.

Tennessee Wesleyan College, Diploma in Speech; Agnes Scott College, A.B.
INSTRUCTOR IN SPOKEN ENGLISH

MARY HENLEY, A.B.

Meredith College, A.B.
INSTRUCTOR IN MODERN LANGUAGES

Faculty of Department of Art

IDA ISABELLA POTEAT

New York School of Fine and Applied Arts; Cooper Union Art School, New York;
School of Applied Design, Philadelphia; Pupil of Mounier; Chase Class, London
PROFESSOR OF ART

MARY PAUL TILLERY

Meredith College, Diploma in Art; Graduate Study in Pennsylvania Academy
of Fine Arts; New York School of Fine Arts, Paris; The Breckenridge
School of Painting
ASSOCIATE PROFESSOR OF ART

Faculty of Department of Music

LESLIE P. SPELMAN, A.M., B.Mus., F.A.G.O.

Oberlin College, A.B., A.M., B.Mus.; Fellow of the American Guild of
Organists. Graduate work, University of Michigan; two years in Paris;
Piano with Frank Shaw and Mrs. A. M. Virgil; Theory and Composition
with Arthur E. Heacox, Friedrich J. Lehman, G. W. Andrews,
and Nadia Boulanger; Organ with Walter Keller, Laurel
Yeamans, G. W. Andrews, Palmer Christian, and
Joseph Bonnet. Conducting with
Alex. LeGuennent

PROFESSOR OF MUSIC

MAY CRAWFORD

Graduate, Brownell Hall, Omaha, Nebraska; Student, University of Nebraska
School of Music; four years in Paris; Piano with Wager Swayne; Harmony
and Analysis with Campbell-Tipton; Solfeggio and Theory with Emile
Schvartz of Paris Conservatoire; Pupil of Harold Bauer, Juilliard
School of Music, New York, Summer 1934, 1935

ASSOCIATE PROFESSOR OF PIANO

ETHEL M. ROWLAND

Diploma Boston Normal School; Voice work with Leverett B. Merrill of Boston,
Herbert W. Greene, New York, and Harmony with Osborne McConathy; Cer-
tificate in Public School Music from Silver Burdette Summer School;
Courses in Harvard Summer School in Appreciation of Music

ASSOCIATE PROFESSOR OF VOICE

AILEEN McMILLAN, B.Mus.

Converse College, B.Mus.; Graduate work with Arthur Foote, John Carver Alden,
Boston; Isadore Phillipp, Conservatory of Music, Fontainebleau, France
ASSISTANT PROFESSOR OF PIANO

RAGNA MARGRETHE OTTERSEN, B.A., B.Mus.Ed.

St. Olaf College, B.A.; Northwestern University, B.Mus.Ed. Conducting with
F. Melius Christiansen; former member St. Olaf Lutheran Choir; Public
School Music Methods with Osborne McConathy and John W. Beattie;
Music Appreciation with Edith Rhett and Sadie Rafferty;
Voice with Loyal Phillips Shawe

ASSISTANT PROFESSOR OF PUBLIC SCHOOL MUSIC

PAULINE WAGAR, B.Mus., M.Mus.

Ohio Wesleyan University; Oberlin Conservatory of Music, B.Mus., M.Mus.;
Theory with Arthur E. Heacox, Friedrich J. Lehmann, Normand
Lockwood; 'Cello with Friedrich Goerner and John Frazer;
Ensemble with John Frazer

ASSISTANT PROFESSOR OF 'CELLO AND THEORY

EDGAR H. ALDEN, B.Mus.

Oberlin Conservatory of Music, B.Mus. Pupil of Reber Johnson. Theory with
Arthur E. Heacox; Ensemble with John Frazer; Conducting with
Maurice Kessler. Chautauqua, N. Y., summers 1934, 1935.

ASSISTANT PROFESSOR OF VIOLIN AND THEORY

VIRGINIA BRANCH, B.Mus.

Meredith College, B.Mus.; Pupil of Edwin Hughes; Pupil of Sascha Gorodnitzki of
the Juilliard School of Music

INSTRUCTOR IN PIANO

Student Assistants

FRANCES HARRIS
HELEN JONES
KATHERINE SHUFORD
ELLA FRANCES TATUM

Student Assistants in Biology

CAROLYN AYDLETT
MARGARET KRAMER
ELIZABETH McKNIGHT
MARGARET O'BRIAN

Student Assistants in Chemistry

KATHRYN ALDRIDGE
BARBARA BEHRMAN
MILDRED DAVIS
MIRVINE GARRETT
GWENDOLYN KESTER
FRANCES PITTMAN
ANNE POTEAT
JUNE FAY SEWELL
MARGARET STRICKLAND
CHARLOTTE WESTER

Student Assistants in Library

EMILY BETHUNE
MARY BRYCE SUMMERLIN
BEIRNE WILEY

Student Assistants in Physical Education

RUTH SEARS

Student Assistant in Physiology

ADDIE BELLE WILSON
Student Assistant in Art

Faculty Committees

Absences—MISS CLARK, Chairman; MISS STEELE, MISS ENGLISH.

Advanced Standing—MISS JOHNSON, MR. BOOMHOUR, MISS BARBER,
MR. CANADAY.

Appointments—MR. TYNER, MISS POTEAT, MR. SPELMAN.

Athletics—MRS. SORRELL, MISS YARBROUGH, MISS D. TILLERY.

Bulletin—MISS HARRIS, MISS PORTER, MRS. WALLACE.

Catalogue—MR. BOOMHOUR, MR. CANADAY, MISS JOHNSON.

Classification—THE DEAN, with the heads of the departments.

Curriculum Committee—MR. TYNER, MR. BOOMHOUR, MR. FREEMAN,
MISS HARRIS, MR. RILEY.

Executive—PRESIDENT BREWER, DEAN BOOMHOUR, DEAN OF WOMEN,
MISS JOHNSON, MISS ALLEN, MISS POTEAT.

Lectures—MR. RILEY, MISS WINSTON, MISS HARRIS.

Library—MR. FREEMAN, MISS ALLEN, MISS BREWER, MISS HARRIS,
MISS M. TILLERY.

Petitions — DEAN BOOMHOUR, MR. FREEMAN, MISS WINSTON, MISS
KEITH, MR. RILEY.

Public Functions—MISS STEELE, MRS. SORRELL, MISS WHITE.

Concerts—MR. SPELMAN, MISS CRAWFORD, MR. ALDEN.

Freshman Orientation—MISS JOHNSON, MRS. WALLACE, MISS STEELE,
MISS ENGLISH.

Officers of the Alumnae Association, 1936-1937

President—MRS. GORDON MADDREY, Woodland, N. C.

Vice President—MRS. CLEVELAND THAYER, Asheboro, N. C.

Vice President Asheville Division—MRS. CLYDE R. HOEY, JR., Canton, N. C.

Vice President Charlotte Division—MRS. D. E. HENDERSON, Charlotte, N. C.

Vice President Elizabeth City Division — MRS. N. E. WARD, JR., Greenville, N. C.

Vice President Greensboro Division—MRS. JAMES E. ADAMS, Warren-ton, N. C.

Vice President Wilmington Division—MRS. J. ABNER BARKER, Roseboro, N. C.

Recording Secretary—KATHERINE MATTHEWS, Raleigh, N. C.

Executive Secretary and Treasurer—MAE GRIMMER, Meredith College.

Commencement Speaker — MRS. SALLIE CALVERT PARKER, Jackson, N. C.

Meredith College

Foundation

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

Location

Meredith College is admirably located near the western boundary of the city of Raleigh. That Raleigh is an educational center is clearly shown by the number of schools and colleges located in its midst. The city is situated on the edge of a plateau which overlooks the coastal plain, and is 365 feet above the sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The site on which stand the buildings of Meredith College is 470 feet above the sea-level, and contains 182 acres of land. Federal highways numbers 1, 64, and 70 pass through the southern edge of the property, and there is a frontage of 1,800 feet on the Seaboard and Southern railroad tracks. Water is secured from the city of Raleigh; it is of excellent quality and is tested regularly by experts.

There are two groups of college buildings. One group consists of permanent, fireproof structures, and provides four dormitories, a library and administration building, and a dining room and kitchen building. The dormitories are three stories in height, and will accommodate one hundred and twenty-five students each. The dormitories are so arranged that there is a

bathroom between each two living rooms. Each living room provides for two students, with a separate closet for each occupant.

The other group of buildings consists of four temporary structures. One of these provides for auditorium and music studios and practice rooms. A second one has accommodations for the science departments; the equipment in these laboratories is the best that can be procured. A third building in this group provides classrooms and offices for other departments. The fourth building is a gymnasium, well equipped for its purpose.

Laboratories

Laboratories are furnished with water and gas, together with necessary supplies for individual work in chemistry, physics, biology, and home economics.

The State Museum, to which additions are continually being made, is accessible to the departments of science.

Library

The library is in charge of a trained librarian, and is scientifically classified and catalogued.

There are 19,775 volumes and 4,174 pamphlets in the library. These have been selected by heads of departments, and are in constant use by students. One hundred and seventy-five periodicals, forty-nine college magazines, and nine newspapers are received regularly throughout the college year.

In addition to the library of Meredith College, the Olivia Raney Library and the State Library are open to students. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

Religious Life

Religious activities have a definite place on the college campus. The Baptist Student Union coördinates all the religious life

through a council made up of general officers and the presidents of the four unit organizations: Y. W. A., B. T. U., Sunday School, and World Fellowship Group. An all-time religious secretary advises and directs the work.

The Young Woman's Auxiliary has a vesper service each Sunday evening, except the first one of each month, when the ten circles meet on the halls of the dormitories. This organization maintains a definite denominational affiliation, and all missionary contributions are directed through denominational channels.

The ten B. T. U.'s meet every week, first in a general meeting, and then in separate unions.

The Meredith Sunday School Department is made up of seven classes in the four different Baptist churches attended by Meredith girls: four classes at First Baptist, one at Tabernacle, one at Hayes-Barton, and one at Pullen Memorial. Members of other denominations attend the churches of their own communion.

Students interested in special forms of religious service, either on the foreign field or at home, find helpful associations in the World Fellowship Group. This year there are eighteen members.

Classes in Mission Study and Sunday School and B. T. U. work are given during each college year.

All regular students are required to attend the chapel services five days each week. All boarding students, except seniors, are required also to attend Sunday school and church services each Sunday morning, five absences without excuse being allowed during the year.

Government

A system of student government prevails in the college, the basis of which is a set of regulations agreed to by faculty and students. The executive committee of the Student Government Association has general oversight of order and deportment among the students. An advisory committee from the faculty, however, assists the students in the solving of difficult problems.

The restrictions imposed by this system of government are believed to be only those which will tend to bring about a normal, wholesome student life; and any who are not willing to be guided by them should not apply for admission to the college.

Students whose general influence has not been good may be asked to withdraw.

Residence

All students not living in their own homes or with near relatives are required to live in the college dormitories. The number of resident students may not exceed five hundred.

Recognition

Meredith College is a member of the Southern Association of Colleges and Secondary Schools. Graduates who hold Meredith College degrees are eligible for full membership in the American Association of University Women. Meredith College is also on the list of colleges approved by the Association of American Universities.

Scholarships and Self-Help

1. There are thirteen endowed scholarships, each valued at \$120.00. The donor in each case reserves the right to name the beneficiary.

2. There are fifteen scholarships administered by local chapters of Meredith College Alumnæ. Each has a value of \$100.00.

3. One hundred merit scholarships will be awarded young women making the highest or next highest average in grades during the first three and one-half years of the high school course. One graduate will be received from each of 100 accredited high schools in the order in which applications are accepted. Such scholarships have a value of \$100.00 each.

4. There are made approximately one hundred appointments to self-help positions for those desiring them.

Hygiene and Care of the Sick

A well-equipped infirmary, under the direction of a graduate nurse, is maintained for the benefit of students unable to attend regular work on account of sickness.

The physician in charge holds office hours at the college, at which time students may consult her upon all subjects of hygiene or concerning their personal health. The general laws of health are enforced as far as possible. It is the purpose of the college physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions. The diet of the sick is under the direction of the physician and nurse.

All necessary ocular and dental work for students should be attended to before they come to college or during a vacation. In emergencies this work may be done by specialists in Raleigh without loss of time from classes.

Vaccination against typhoid fever is strongly advised. It should be administered before the student enters college.

Literary Societies

There are two literary societies: Philaretian and Astrotekton, meeting at frequent intervals. These societies are organized to give variety to the college life and to promote general culture.

In each society there is offered a memorial medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrews Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or social clubs of any sort is, therefore, prohibited.

College Publications

By the College

The Bulletin.—This is the official publication of the college, and appears quarterly. It will be mailed to any address regularly upon request to the President.

By the Students

The Acorn.—This is the literary magazine of the students. It will be mailed to any address upon receipt by the business manager of the subscription price—two dollars and fifty cents.

Oak Leaves, the college annual, is published by the literary societies. Anyone desiring a copy should communicate with the business manager of the annual.

The Twig.—Published fourteen times a year by the students. Communications should be addressed to the business manager of *The Twig*.

Personal Items

Students should bring with them towels, sheets, pillow, pillowcases, couch covers (or counterpanes), and all other bed coverings that are likely to be needed. Those expecting to arrive in Raleigh in the afternoon or at night should put sheets and towels in their suitcases. All rooms are furnished with single beds.

All laundry must be clearly marked with indelible ink.

The laundry fee (\$10.00) collected by the college covers cost of flat work only. Each student may have each week two sheets, two pillowcases, one counterpane, four towels, one bureau scarf.

Each student should be provided with overshoes, an umbrella, and a raincoat.

All windows are provided with shades. Curtains, draperies, rugs, and pictures from home will make the room more attractive.

Summer Session

Meredith College combines with Wake Forest College to operate a summer session. Wake Forest has operated a summer Law School for more than forty years, and has operated an academic division for sixteen years. In 1933 Meredith joined its forces with those of Wake Forest to enlarge and strengthen the summer session. In 1935 and 1936 two divisions of the summer session were operated, one at Wake Forest and the other at Mars Hill College. Mars Hill has been in operation for more than three quarters of a century, and is placing its resources at the command of the two colleges, and is coöperating in every way to make the summer session outstanding in spirit and in the type of work done. Both divisions are on a parity and are fully accredited by the State Department of Education for all the certificates issued by the department—elementary, high school, principal's, and superintendent's.

The courses offered are an integral part of the work of the coöperating colleges and offer excellent opportunities for college students to earn additional credits toward degrees, and for teachers to earn credits for their own advancement and for raising their certificates. Nine to ten semester hours constitute the normal load for the nine weeks session.

The attendance in the summer sessions has increased from less than five hundred in 1934 to more than one thousand in 1936.

A separate bulletin is issued for the summer session.

Expenses

	<i>Semester</i>
Board, literary tuition, room (with light, heat, and water), and other college fees.....	\$225.00

The room reservation fee of \$10.00, paid before assignment of room, is included in the above charges, and will be credited on the semester's account.

PAYMENT OF FEES, SESSION 1937-1938

At fall semester matriculation:

By resident students.....	\$100.00
By day students.....	30.00
By special students, one-half of semester's fees.	

On November 10, by all students, balance of account for fall semester.

At spring semester matriculation:

By resident students.....	\$100.00
By day students.....	30.00
By special students, one-half of semester's fees.	

On March 31, by all students, balance of account for spring semester.

Departmental fees are extra, as follows:

	<i>Per Semester</i>
Piano	\$37.50 \$45.00
Organ	45.00
Violin	\$37.50 45.00
Cello	\$37.50 45.00
Voice	\$37.50 45.00
Art	35.00
Art studio	2.50
Art Education 20-21	2.00
Art 35, Industrial	2.00
Single lessons in art.....	2.50
Chemical laboratory fee.....	2.50
Biological laboratory fee.....	2.50
Physics laboratory fee	2.50
Cooking laboratory fee.....	7.50
Sewing laboratory fee.....	1.00
Spoken English, private lessons.....	25.00
Use of piano one hour daily.....	4.50
For each additional hour.....	2.25
Use of pipe organ, per hour.....	.25

Expenses of Day Students

	<i>Per Semester</i>
Tuition	\$ 60.00
Library fee	5.00

Departmental fees are extra, according to courses taken.

See statement of departmental fees above.

Expenses of Special Day Students

	<i>Per Semester</i>
For one-class course.....	\$ 20.00
For two-class course.....	40.00
For three-class course.....	60.00

Subjects with laboratory courses require payment of laboratory fees.

Graduation fee, including diploma, \$5.00.

Directed teaching fee, \$15.00.

Home management apartment fee, \$10.00.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves will be refunded. But in event of sickness of such a nature as in the opinion of the college physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the executive committee; provided, that no reduction will be made for absence of less than four weeks.

In view of the uncertainty of the cost of provisions, the price of board cannot be guaranteed. It is hoped that no emergency will arise to require any additional charge.

The medical fee of \$10.00 meets the charges for the college physician and the college nurse. Any service in addition to this, as well as all prescriptions, will be paid for by the patron receiving the benefit of the same.

The student budget fee is required of all resident students and of all day students taking as many as three subjects. This fee meets a student's obligations to the several student organiza-

tions, and includes subscriptions to the three student publications. The fee amounts to \$10.00 per year and is handled through the Student Government Committee.

Registration

On days of registration at the beginning of each semester each student is required to pay to the bursar the required fee, and show receipt for the same to the dean at the time of registration. Matriculation and registration are not completed until the course of study for the semester is approved by the dean.

No student may enter any class at the beginning of either semester until she has paid the required fee.

Any student who fails to register with the dean at the appointed time will be required to pay the bursar an additional fee of \$1 and to show receipt for the same to the dean. This special fee of \$1 will be required of those who are late in entering as well as those who neglect to arrange their courses with the dean, and will not be deducted from any bill. For time of registration, see page 32.

To secure rooms, application must be accompanied by a deposit of \$10. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

Admission Requirements

Fifteen units are required for admission to Meredith College. A student must meet the specific requirements of the course in which she seeks a degree.

Students are admitted to the college either (*A*) by certificate or (*B*) by examination.

A. The fifteen units offered for entrance must be certified by the principal of an accredited high school. A student who wishes to apply for admission by certificate should send to the president for a blank certificate, and have it filled out and signed by the principal of the school she is attending. This certificate should be filled out by the high school official and sent to Meredith College as soon as the final grades of the high school course are determined. All certificates should be filed in the president's office before August of the year in which the student wishes to enter.

B. Students who cannot present a certificate from an accredited school will be required to pass examinations before entering the college. Application for taking college entrance examinations should be made to the president of Meredith College before August of the year in which the student wishes to enter.

A student who presents the fifteen units for entrance, but who is deficient in some part or parts of the prescribed entrance requirements of the course for which she registers, will be allowed to enter the college. A student will be given two units of credit for entrance for a year's course in foreign language in the college. Deficiencies must be satisfied by the beginning of the third year.

Admission to College Classes

For admission to the freshman class a candidate must offer fifteen units of credit. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a

secondary school year, and is estimated to be equivalent to one-fourth of the work of one year in the high school.

* Every candidate for the A.B. degree must offer :

English	4 units
Mathematics { Algebra	1.5 units
{ Plane Geometry	1 unit
Foreign languages { Latin	2 units
French	
German	
†Spanish	
History	1 unit
†Electives	5.5 units
<hr/>	
Total.....	15 units

Admission to Advanced Standing

A student applying for advanced standing or credit from another institution must present the following information :

(a) A certificate of honorable dismissal from the institution last attended. (b) An official transcript of her record at such institution, together with a catalogue that describes the courses taken. (c) Details of the units offered for college entrance and the name of the high school from which the entrance units were received. All of this information should be sent from the institution last attended to Meredith College at least two weeks before the opening of the session. Students who have completed two years of college work must indicate the two majors and the other subjects that they expect to pursue the first semester.

When the candidate comes from an institution belonging to the Southern Association of Colleges and Secondary Schools or an association of equal rank, she will be given credit for the

* Entrance requirements for those who are candidates for the B.S. degree with a major in piano, organ, violin, violoncello, voice, or public school music are given on page 89.

† Spanish is accepted for entrance, but no Spanish is offered in Meredith.

‡ Electives may be chosen from the regular courses recommended by accredited high schools of North Carolina. Not more than two units of vocational subjects will be counted.

successful completion of courses that correspond to those offered by Meredith College. Credit for laboratory work will be estimated on the same basis as is allowed for corresponding work in Meredith College.

The maximum credit accepted from a junior college is sixty-two semester hours. Not more than thirty-two semester hours will be counted for the work of one year in a junior college.

Summer School Credits

The student should have the announcement of the summer school that she is to attend, and should secure the written approval of the heads of the departments for the courses that she plans to take. The names of these courses and the outline of the courses should be filed with the Committee on Advanced Standing before commencement. The student will be advised what credit will be allowed for the proposed summer work. The maximum credit allowed on a degree for a term of six weeks is seven semester hours; for nine weeks, ten semester hours; for twelve weeks, fourteen semester hours.

Definition of Entrance Requirements

ENGLISH (4 units)

The four units of English offered by students from an accredited high school will be accepted. Following the requirements of the National Conference on Uniform Entrance Requirements, the department expects that in all written work the student should pay constant attention to spelling and punctuation, and to the structure of sentences, paragraphs, and whole compositions. In all oral work there should be constant insistence upon the elimination of personal speech defects, and of obscure enunciation. It is expected that the student be able to read with intelligence and appreciation work of moderate difficulty, and show familiarity with a few masterpieces.

FRENCH (2 units)*

FIRST-YEAR FRENCH (1 UNIT)

A. Careful drill in phonetics and grammar. Stress should be placed on French life and culture. Reading of 150-200 pages of easy French. Frequent dictations and oral exercises.

SECOND-YEAR FRENCH (1 UNIT)

B. Study of grammar continued. Reading of 300-400 pages of selected texts. Dictation and oral exercises. Geography of France and French civilization.

GERMAN (2 units)*

FIRST-YEAR GERMAN (1 UNIT)

A. Grammar and drill in pronunciation. Oral exercises and dictation. Reading of 150-200 pages from easy texts. German life and culture stressed.

SECOND-YEAR GERMAN (1 UNIT)

B. Grammar continued. Oral exercises and dictation. Reading of 300-400 pages of selected texts. Geography of Germany and German civilization.

LATIN (4 units)*†

FIRST-YEAR LATIN (1 UNIT)

(1) A thorough knowledge of forms and principles of syntax.

SECOND-YEAR LATIN (1 UNIT)

(2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

THIRD-YEAR LATIN (1 UNIT)

(3) Cicero, six orations, including the Manilian Law. At least one period a week should be devoted to prose composition.

FOURTH-YEAR LATIN (1 UNIT)

(4) Vergil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week.

* Entrance work in foreign languages exceeding two units may count as elective entrance units.

† The work of schools that follow the recommendations of the report of the Classical investigation will be accepted for any year of high school work.

HISTORY (4 units)*

The candidate may offer as many as four of the following units in history:

(a) Ancient history to the fifth century or to about 800 A.D., or early European history to about the beginning of the eighteenth century (1 unit).

(b) Medieval and modern European history, or modern European history from about the beginning of the eighteenth century (1 unit).

(c) English history (1 unit).

(d) American history (1 unit).

(e) Civics ($\frac{1}{2}$ unit).

MATHEMATICS (2.5 units)‡

ALGEBRA (1.5 UNITS)

The requirements in algebra include the following subjects: The four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportions, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

PLANE GEOMETRY (1 UNIT)

The usual theorems and problems of some good textbook in plane geometry, together with a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

* Entrance work in history exceeding one unit may count as elective entrance units.

‡ An additional half-unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given for algebra. Solid geometry may be offered as an elective and counts one-half unit.

SOLID GEOMETRY ($\frac{1}{2}$ UNIT)

This work should complete the chapters on straight lines and planes in space, prisms and cylinders, pyramids and cones, and spheres. Special emphasis should be placed on applications, the student solving a large number of problems illustrating the theorems of the text.

BIBLE (Elective)

Entrance credit of one unit may be allowed for work in one or more of the following branches of religious education: (1) Bible history, (2) Sunday School pedagogy, (3) missions.

SCIENCE (Elective)**PHYSIOLOGY AND HYGIENE ($\frac{1}{2}$ UNIT OR 1 UNIT)**

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

PHYSICAL GEOGRAPHY ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

PHYSICS ($\frac{1}{2}$ UNIT OR 1 UNIT)

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time should be given to individual laboratory work, which should be reported in carefully prepared notebooks.

BOTANY ($\frac{1}{2}$ UNIT OR 1 UNIT)

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relation of plants to other living things. A large part of this information should be gained by laboratory and field work.

CHEMISTRY ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should include the general laws and theories of chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds.

GENERAL SCIENCE ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should serve as an introduction to the study of the various branches of science, and should be based on some standard text.

HOME ECONOMICS ($\frac{1}{2}$ UNIT OR 1 UNIT)

A full unit in cooking will not be given unless a notebook certified by the teacher is presented. A half-unit or a unit in this subject will be allowed, according to the time given to it. Two double laboratory periods will count for two recitations.

General Regulations of Academic Work

Routine of Entrance and Registration

1. *Enrollment.* All students, upon arrival in the city, will report to the office of dean of women and enroll.

2. *Matriculation.* Each semester every student will pay to the bursar the required matriculation fee. Days for matriculation are as follows: for the first semester, September 7 and 8, and second semester, January 26.

3. *Registration.* Each semester every student will come to the dean's office, exhibit her matriculation card, and have her course of study for the semester approved by the dean. Students must complete registration in the dean's office before three o'clock of the last day of registration. Days for registration: for the first semester, September 7 and 8, 9 a.m. to 3 p.m.; second semester, January 26, 10 a.m. to 1 p.m. The penalty for not completing registration on time is an extra fee of \$1.00.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters parents and students are notified if students are not making satisfactory grades.

The grade of scholarship is reported in letters. A, B, C, and D indicate passing grades; E indicates a condition; F indicates that the student has failed and that the subject must be repeated in class.

The college reserves the right to exclude, at any time, a student whose academic standing or conduct it regards as undesirable.

Classification

Students are classified at the beginning of each semester. All freshmen are required to have at least fifteen standard units. For students who enter after the session of 1935-1936 the requirements for advancement in classification are as follows:

		<i>Semester hours</i>	<i>Quality points</i>
To sophomore	{ Fall	24	0
	{ Spring	39	12
To junior	{ Fall	54	24
	{ Spring	69	40
To senior	{ Fall	84	64
	{ Spring	92	84

Conditions

A student who is conditioned on any of the work of a semester will be given only one examination for removal of the condition.

Conditions for the work of the first semester must be removed on the first week of the next May, or on Wednesday of the opening week of the next session. Conditions for the work of the second semester must be removed on Wednesday of the opening week of the next session, or on the first week of the next December. If the student does not remove the condition at one of these two times she will be required to repeat the work in class.

A senior who has any condition at the end of the first semester must remove that condition before the end of the next March. A senior who has any condition on the work of the second semester will be given one opportunity to remove the condition during the first three days of the week following senior examinations.

A senior who does not have all conditions satisfied at the time specified will be dropped from the senior class. She will be given one opportunity to make up each condition at the regular

time for making up conditions during the following year, and will be graduated at the next commencement after she has made up all conditions.

No student will receive credit for work in any subject until her condition or deficiency in that subject is removed.

No student will be allowed an examination on other dates than those arranged above until she shall have shown to the dean good reason for it and paid to the bursar one dollar for the library fund. In the case of conflict with other college duties, or illness, this fee will be remitted.

The Department of English may impose a condition in English composition upon a student who hands in to any department a paper which contains gross violations of the fundamentals of English composition.

Requirements for Graduation

To be entitled to a degree, the student must during her college course prove herself to be of worthy character, and must complete in a satisfactory way the course of work prescribed for the degree in the school from which she wishes to be graduated. Unless she comes from a senior college approved by the Southern Association of Colleges and Secondary Schools, or by an association of equal rank, the candidate for a degree must spend at least two years in residence. The last work that is to count toward a degree must be done at Meredith. One hundred twenty semester hours are required for graduation. The grades on the one hundred twenty semester hours must be sufficient to entitle the student to one hundred twenty quality points.* A student taking part of her work in another institution must make grades in Meredith College sufficient to entitle her to as many quality points as semester hours required in Meredith College.

A senior taking a prescribed freshman course will receive only two-thirds of the regular credit for such course. Any deficiency in the number of prescribed hours resulting from the forfeiture of credit resulting from the application of this rule may be satisfied by substituting an equal number of hours of free elective credit.

Underclassmen and juniors are required to take not less than fifteen hours of work a week. Seniors are required to take at least fourteen hours of work each semester.

No student may take more than sixteen hours work unless she passed in fifteen hours the preceding semester and has permission from the faculty.

The maximum number of hours of credit that will be allowed during any semester is eighteen.

A student wishing to make up work under a tutor must consult the dean at the time she arranges her regular work.

*A grade of A gives three points, B gives two points, and C gives one point for each semester hour that counts towards graduation.

Degrees

The college confers the degrees of Bachelor of Arts and Bachelor of Science.

The requirements for the A.B. degree are 42 to 50 prescribed semester hours, 30 to 44 elective semester hours for major and minor, and free electives sufficient to make a total of 120 semester hours (pages 37-38).

The requirements for the degree of Bachelor of Science with a major in piano, organ, violin, violoncello, composition, voice, or public school music are given on page 92.

Preparation for Technical Work

For students who are preparing to enter technical schools, two hours of laboratory work will be considered equal to one hour of lecture or recitation, and the number of hours required for graduation will be increased according to the number of hours of laboratory taken.

A student planning to pursue the study of medicine, nursing, or the work of a technician can take at Meredith prerequisites in these fields. Such a student should obtain a copy of the requirements of the particular institution she intends to enter, and should choose her major, minor, and electives according to the requirements and suggestions of that institution.

Requirements for Degrees

A.B. Degree

1.

Semester hours

English composition 10-11.....	6
English literature 20-21.....	6
Foreign language	*6 or 12

Social science. One of the three following:

(1) History 10-11, (2) economics 20-21, (3) sociology 26-27	6
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Religion 16-17 or 20-21.....	6
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Science. One of the three following:

(1) Biology 12-13, (2) chemistry 10-11, (3) physics 30-31	6
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One of the three following: (1) ancient language, (2) mathematics 10-11, (3) a second laboratory science	6
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†Fine arts, a theoretical course in art, or music 23.2....	2
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2. *Electives to be distributed as follows:*

(a) A major elected from any department shown below as offering such, and a minor in any department not chosen for the major. Subjects required may count on a major or minor. The number of semester hours required by each department is given below. The details of requirements for a major and minor are given with the description of courses in each department.

	<i>Major</i>	<i>Minor</i>
Art	28	18
Biology	24	18
Chemistry	31	20
Economics, sociology	24	18
Education:		
Grade school	24	18
High school	21	18
English	30	24

* Only six semester hours of foreign language will be required of a student who has four entrance units in foreign language.

† Fine arts will not be required of a student who majors in home economics.

	<i>Major</i>	<i>Minor</i>
French	24	18
German .....	....	18
Greek .....	....	18
History	24	18
Home economics	24	18
Latin	24	18
Mathematics	24	18
Music, theoretical .....	....	18
Psychology, philosophy	24	18
Religion	24	18
General science	30	18

(b) Free electives sufficient to make a total of one hundred twenty semester hours, when added to the required and major subjects. Free electives may include any subject offered as a major, not previously included in the major or minor subjects; or practical music, not exceeding twelve semester hours. In order to receive credit for practical music the student must offer an equal amount of theoretical music with grades of C or higher.

Degree of B.S.

The requirements for the B.S. degree are outlined on pages 92-93.

Schedule of Examinations

FALL SEMESTER

<i>Class</i>	<i>Examination</i>
9:30 M.W.F.....	10-12 Wed.
9:30 T.T.S.....	2- 4 Wed.
11:00 M.W.F.....	10-12 Thur.
11:00 T.T.S.....	2- 4 Thur.
2:45 M.W.F.....	10-12 Fri.
2:45 T.T.S.....	2- 4 Fri.
12:00 M.W.F.....	10-12 Sat.
12:00 T.T.S.....	2- 4 Sat.
1:45 M.W.F.....	10-12 Mon.
1:45 T.T.S.....	2- 4 Mon.
8:30 M.W.F.....	10-12 Tue.
8:30 T.T.S.....	2- 4 Tue.

SPRING SEMESTER

<i>Class</i>	<i>Examination</i>
9:30 M.W.F.....	10-12 Sat.
9:30 T.T.S.....	2- 4 Sat.
11:00 M.W.F.....	10-12 Mon.
11:00 T.T.S.....	2- 4 Mon.
2:45 M.W.F.....	10-12 Tue.
2:45 T.T.S.....	2- 4 Tue.
12:00 M.W.F.....	10-12 Wed.
12:00 T.T.S.....	2- 4 Wed.
1:45 M.W.F.....	10-12 Thur.
1:45 T.T.S.....	2- 4 Thur.
8:30 M.W.F.....	10-12 Fri.
8:30 T.T.S.....	2- 4 Fri.

The first day of the week on which an irregular class meets determines the time of the examination.

Schedule of Recitations

8:30—Mon. Wed. Fri.	8:30—Tue. Thur. Sat.	9:30—Mon. Wed. Fri.	9:30—Tue. Thur. Sat.	11:00—Mon. Wed. Fri.	11:00—Tue. Thur. Sat.
<p>Art Ed. 20-21 (a) Wed. Fri. Biol. 36, 37 Chem. 61 Wed. Fri. Eng. 60, 49 French 4-5 Hist. 22, 25 Home Ec. 20-21 Wed. Latin 42, 43 Wed. Fri. Math. 20-21 Psychol. 20S Mon. Fri. Philos. 30, 31 Religion 20, 21 (a) Spoken Eng. 20-21 Wed. Fri. Music 10.0-11.0 (a) Wed. Fri.; 23.2; 36.6-37.6 Wed. Fri.; 40.1 Mon. Wed.</p>	<p>Art 26-27 Tue. Thur. Biol. 12-13 (a) Tue. Thur. Chem. 10-11 (a); 40 Ec.-Soc. 26, 27 Ed. 40; 35 Eng. 10-11 (a); 20-21 (a); 32, 33 Hist. 10, 11 (a) Home Ec. 60-61 Math. 8-9 Math. 40, 41 Psychol. 30 Philos. 40, 41 Religion 20, 21 (b) Music 16.0-17.0; 20.1-21.1; 34.6-35.6 Tue. Thur.</p>	<p>Chem. 34 Mon. Econom. 20-21 Ed. 31F (a); 45 Eng. 10-11 (b) French 10-11 (a, b) Hist. 10, 11 (b); 46, 47 Home Ec. 31 Wed. Latin 20, 21 Wed. Fri.; 22, 23 Mon. Math. 10, 11 (a); 15 Physics 30-31 Psychol. 20 (a) Mon.; 32 Religion 16, 17 (a) Music 30.0-31.0 Mon. Wed.</p>	<p>Biol. 40; 61 Sat. Ec.-Soc. 40, 41 Ed. 31 (b) Eng. 10-11 (c); 42-43 French 20-21 (a, b) German 6-7 Hist. 32, 33 (a) Home Ec. 10-11 Tue. Thurs.; 15 Math. 10, 11 (b); 60 Philos. 20; 43 Religion 16, 17 (b); 44, 45 Music 36.0-37.0</p>	<p>Art 10-11 Mon. Biol. 12-13 (b) Wed. Fri. Ec.-Soc. 30, 31 Ed. 48, 49 Eng. 44, 45 French 42-43 Hist. 42, 43 (a) Math. 30-31 Psychol. 20 (d) Sat.; 21 Mon. Wed. Religion 32, 32S, 38, 38S Music 26.0-27.0</p>	<p>Ed. 31 (c); 32; 34 Eng. 20-21 (b); 46, 47 French 6-7 German 4-5 Hist. 10, 11 (c); 30, 31 Home Ec. 42 Sat. Latin 10, 11 Psychol. 20 Tue. Thur.; 20 (d) Sat.; 33 Philos. 20S Religion 34; 27 Music 20.0-21.0 Tue. Thur.</p>
<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>
<p>Biol. 12-13 (b) Wed. Fri. Chem. 34 Wed. Fri. Home Ec. 31 Mon.</p>	<p>Biol. 12-13 (a) Tue. Thur. 61 Tue. Thur.</p>	<p>Biol. 12-13 (b) Wed. Fri. Chem. 34 Wed. Fri. Home Ec. 31 Mon.</p>	<p>Biol. 12-13 (a) Tue. Thur. 61 Tue. Thur.</p>	<p>Biol. 12-13 (c) Mon. Wed. Chem. 10-11 (b) Wed. Fri. Home Ec. 10-11 (a) Mon. 10-11 (b) Wed. Fri. 30 Mon., 31 Mon. Fri.</p>	<p>Biol. 12-13 (d) Tue. Thur. Chem. 10-11 (a) Tue. Thur.</p>

12:00—Mon. Wed. Fri.	12:00—Tue. Thur. Sat.	1:45—Mon. Wed. Fri.	1:45—Tue. Thur.	2:45—Mon. Wed. Fri.	2:45—Tue. Thur.
<p>Biol. 12-13 (c) Wed. Fri.; 32, 33 Fri. Ec.-Soc. 32; 43 Ed. 46, 47 Eng. 10-11 (d) German 10-11 Wed. Fri. Hist. 10, 11 (d); 42, 43 (b) Home Ec. 30 Wed. Fri. Latin 60; 41 Music 10-0-11.0 (b) Wed. Fri. 42.6 Wed. Fri.</p>	<p>Biol. 20 Tue. Thur., 21 Tue. Chem. 20-21; 30, 31 Tue. Thur. Ed. 39 Eng. 10-11 (e); 34-35 Thur. French 10-11 (c, d); 30-31 Greek 20-21 Hist. 23, 29 Tue. Thur.; 32, 33 (b); 60 Home Ec. 40, 41</p>	<p>Biol. 32, 33 Mon. Chem. 10-11 (b) Eng. 20-21 (c); 33-39 French 10-11 (e, f); 60 Geog. 30, 31 Hist. 10, 11 (e); 20, 21 Home Ec. 35 Fri.; 37 Mon. Wed.; 44 Mon. Latin 6-7 Math. 10, 11 (c) Psychol. 20S Wed. Religion 30; 35 Music 44.1 Wed. Fri.</p>	<p>Art 20-21 (b) Biol. 23 Thur. Eng. 30-31X Tue.; 36, 37 Tue. Home Ec. 32 Tue.; 34 Latin 44, 45 Geol. 39 Music 38.6, 39.6; 41.6</p>	<p>Ed. 44; 32S Eng. 10-11 (f); 20-21 (d) Greek 30-31 Math. 13 Music 10.6; 11.6 Mon. Fri.</p>	<p>Art Hist. 30-31 Art 35 Tue. Psychol. 20 (b) Tue. 20 (c) Thur.</p>
<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>
<p>Biol. 12-13 (c) Mon. Wed. Chem. 10-11 (b) Wed. Fri.; 20-21 (a) Mon. Wed. Home Ec. 10-11 (a) Mon.; 10-11 (b) Wed. Fri.; 30 Mon., 31 Fri.</p>	<p>Biol. 12-13 (d) Tue. Thur. Chem. 10-11 (a) Tue. Thur.</p>	<p>Biol. 32, 33 Wed. Fri. Chem. 40 Wed. Home Ec. 20-21 Mon. Fri.</p>	<p>Biol. 12-13 (e); 20, 21 Chem. 20 (b); 30, 31 Home Ec. 32 Thur.; 44 Thur.</p>	<p>Biol. 12-13 (f) Mon. Fri.; 32, 33, Wed. Fri. Chem. 10-11 (c) Mon. Fri.; 40 Wed. Home Ec. 10-11 (a) Wed., 20-21 Mon. Physics 30-31, Mon. Psychol. 21 Wed.</p>	<p>Biol. 12-13 (e); 20, 21; 23 Chem. 20 (b); 30, 31 Home Ec. 32; 34; 44</p>

Courses of Instruction

NOTE.—A course given an even number is offered the first semester; a course given an odd number is offered the second semester; a course with an even number followed by an S is a first semester course offered the second semester; a course with an odd number followed by an F is a second semester course offered the first semester. A course given two numbers separated by a hyphen continues through the year; a course given two numbers separated by a comma consists of two parts, either or both of which may be taken.

Courses given a number less than 20 are intended for freshmen; those numbered 20 to 29 for sophomores; 30 to 39 for juniors; 40 to 59 for seniors. Those numbered 60 to 69, or music courses ending in .6, are courses in methods.

I. Art

IDA ISABELLA POTEAT, *Professor*

MARY PAUL TILLERY, *Associate Professor*

The system of instruction in this department seeks to develop original creative ability in the student; to stimulate appreciation of art, and to gain intellectual breadth and enriched culture through acquaintance with the various forms of art wherever found.

In order to receive credit for a technical course, a student must carry an equal number of hours of historical work.

The requirements for a major are 10-11, 20-21 or 26-27, 30-31, 40-41, and 14 semester hours of technical art.

The requirements for a minor are 10-11, 30-31, 4 semester hours of elective work in historical art, and 8 semester hours of technical art. Industrial Art 35 should be taken in connection with Applied Design 39 in order to meet the state requirements for a grade certificate.

A. Historical

10-11. Art Appreciation.

Required of freshmen who major in art. Open to all students.
One hour credit each semester. Monday, 11:00.

A study of composition; the content and esthetic qualities in sculpture and painting; observation of color and light effects in nature.

MISS POTEAT

20-21. Art Education.

Two hours credit each semester. Sec. (a), Wednesday, Friday, 8:30; Sec. (b), Tuesday, Thursday, 1:45.

The principles of beauty with application to problems in everyday life; drawing; problems in perspective and composition, the analysis and theory of color.

A fee of \$2.00 is charged for materials.

MISS TILLERY

26-27. Historic Design.

Two hours credit each semester. Tuesday, Thursday, 8:30.

A study of the sources and application of design through the ages.

MISS TILLERY

30-31. History of Art.

Required of juniors who major in art. Open to all juniors and seniors. Two hours credit each semester. Tuesday, Thursday, 2:45.

A survey of the history of the important styles of architecture, sculpture, painting, and the minor arts.

MISS POTEAT

35. Industrial Art.

Prerequisite: Art Education 20. One hour credit. Tuesday, 2:45.

An attempt to show the vital relation of art to life and industry and to develop an appreciation for the beautiful and the power to produce beautiful things. To be taken in connection with Applied Design 39.

A fee of \$2.00 is charged for materials.

MISS TILLERY

40-41. Advanced History of Art.

Required of seniors who major in art. Open to all seniors. Two hours a week. Two hours credit each semester. Class hours to be arranged.

An intensive study of selected subjects and periods in art, with lectures, discussions, and special papers.

MISS POTEAT

B. Technical

MISS POTEAT AND MISS TILLERY

16-17. Drawing and Painting.

Six studio hours a week. Two hours credit each semester. Lectures and laboratory work dealing with the different mediums of artistic expression. Free-hand drawing; the analysis and theory of color; flat washes in water-color. Principles of linear and aerial perspective.

26-27. Design and Pictorial Composition.

Six studio hours a week. Two hours credit each semester. Discussions and laboratory work dealing with problems of design and composition. Landscape painting; drawing from life.

36-37. Problems of Form.

Six studio hours a week. Two hours credit each semester. Lectures and laboratory work. Elementary antique still-life painting, and modeling in clay.

39. Applied Design.

Three studio hours a week for one semester. One hour credit. Problems of lettering, linoleum block printing, poster design, book making, leather work, and weaving.

46-47. Advanced Drawing and Painting.

Six studio hours a week. Two hours credit each semester. Discussions and laboratory work dealing with problems in landscape painting, still life, and the draped life model.

48. Advanced Figure Composition.

Three studio hours a week for one semester. One hour credit. Problems and criticisms of the structure, proportions, and action of the human body for purposes of design.

II. Biology

LENA AMELIA BARBER, *Professor*

DR. BESSIE EVANS LANE, *Professor of Physiology
and Hygiene*

ELIZABETH BOOMHOUR, *Instructor*

MELBA CLEO HUNT, *Instructor*

ANNIE MITCHELL BROWNLEE LAY, *Assistant*

The requirements for a major are 12-13, 20, 32, and 10 semester hours elected from 21, 23, 36, 37, 33, 40.

The requirements for a minor are 12-13, 20, 32, and 4 semester hours elected from 21, 23, 33, 36, 37, 40.

Chemistry 10-11 is required for a major or minor in biology.

12-13. General Biology.

Required of freshmen majoring in home economics who have not had high school biology. Elective for others. Two lectures and four laboratory hours a week. Six semester hours credit. Lectures: Sec. (a), Tuesday, Thursday, 8:30; Sec. (b), Wednesday, Friday, 11:00; Sec. (c), Wednesday, Friday, 12:00. Laboratory: Sec. (a), Tuesday, Thursday, 8:30-10:30; Sec. (b), Wednesday, Friday, 8:30-10:30; Sec. (c), Monday, Wednesday, 11:00-1:00; Sec. (d), Tuesday, Thursday, 11:00-1:00; Sec. (e), Tuesday, Thursday, 1:45-3:45; Sec. (f), Monday, Friday, 2:45-4:45.

A course aiming to present the most important biological facts and principles, and so to relate them that the student can apply them to the ordinary affairs of life. A study of protoplasm, the cell, the rôle of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, disease, death, the rôle of micro-organisms, growth, reproduction, and heredity. The types of organisms studied in the laboratory, beginning with unicellular forms and leading up to vertebrates, an intensive study being made of the frog.

Laboratory fee, \$2.50.

Lectures: MISS BARBER

Laboratory: STAFF

20. General Botany.

Six hours laboratory and field work a week. Four semester hours credit. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

Laboratory fee, \$2.50.

MISS BARBER

21. Plant Taxonomy.

Prerequisite: Biology 12-13, 20, or a year of standard high school biology or botany. Three semester hours credit. Lecture: Tuesday, 12:00. Laboratory and field studies: Tuesday, Thursday, 1:45-4:45.

A study of the external morphology, identification, classification, and distribution of plants in the vicinity.

Laboratory fee, \$2.50.

MISS BARBER

23. Bacteriology.

Required of sophomores majoring in home economics. Elective for others. Prerequisite: Biology 12 and Chemistry 10-11 or their equivalents. Three semester hours credit. Lecture: Thursday, 1:45. Laboratory: Tuesday, Thursday, 2:45-4:45.

A general study of bacteria, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work includes culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, water, and milk; and experiments on fermentation.

Laboratory fee, \$2.50.

MISS BOOMHOUR

32. Invertebrate Zoology.

Prerequisite: Biology 12-13. Four semester hours credit. Lectures: Monday, 1:45; Friday, 12:00. Laboratory: Wednesday, Friday, 1:45-4:45.

A course dealing with the morphology, physiology, life history, and economic importance of a series of invertebrate animal types.

Laboratory fee, \$2.50.

MISS BOOMHOUR

33. Comparative Anatomy of Vertebrates.

Prerequisite: Biology 12-13. Four semester hours credit.
Hours same as for course 32.

Lectures dealing with the morphology, physiology, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, reptiles, birds, and mammals, to be dissected in the laboratory.

Laboratory fee, \$2.50.

MISS HUNT

36. Human Physiology.

Required of majors in home economics. Elective for others.
Monday, Wednesday, Friday, 8:30.

Anatomy to be studied only so far as is necessary to understand the functions of the different systems of the body.

DR. LANE

37. Hygiene.

Prerequisite: Biology 36 or its equivalent. Required of students preparing to teach in the grades. Elective for others.
Monday, Wednesday, Friday, 8:30.

Those passing this course are given a certificate in "First Aid" by the American Red Cross.

Personal, school, and community hygiene and medical inspection of children.

DR. LANE

40. Genetics.

Prerequisite: Biology 12-13 or its equivalent. Three semester hours credit. Tuesday, Thursday, Saturday, 9:30.

A study of the principles of heredity and variation. Results of recent investigations in both botany and zoology included in discussions.

MISS BOOMHOUR

61. Teaching of Biology.

Prerequisite: Biology 20, 32. Lecture: Saturday, 9:30. Laboratory, Tuesday, Thursday, 8:30-10:30.

Laboratory fee, \$2.50.

MISS BOOMHOUR

III. Chemistry

LULA GAINES WINSTON, *Professor*

MARY ELIZABETH YARBROUGH, *Associate Professor*

ELIZABETH BOOMHOUR, *Instructor*

The requirements for a major are 10-11, 20-21, 30, 31, 34, 40. Physics 30-31 is required of students majoring in Chemistry.

The requirements for a minor are 10-11, 20-21, and 4 semester hours elected from other courses in the department, exclusive of 61.

10-11. General Chemistry.

Required of freshmen majoring in home economics. Elective for others. Eight semester hours credit. Lectures: Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Monday, Wednesday, Friday, 1:45. Laboratory: Sec. (a), Tuesday, Thursday, 11:00-1:00; Sec. (b), Wednesday, Friday, 11:00-1:00; Sec. (c), Monday, Friday, 2:45-4:45.

A study of the occurrence, preparation, and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject traced and the fundamental principles of chemistry discussed as far as possible. Special emphasis laid upon the practical application of the science to daily life.

Laboratory fee, \$5.00.

Lectures: MISS WINSTON

Laboratory: MISS YARBROUGH

20-21. Organic Chemistry.

Prerequisite: Chemistry 10-11. Eight semester hours credit. Lectures: Tuesday, Thursday, Saturday, 12:00. Laboratory 20, Sec. (a), Monday, Wednesday, 11:00-1:00; Sec. (b), Tuesday, Thursday, 1:45-3:45, Laboratory 21, Monday, Wednesday, 11:00-1:00.

The lectures taken up with the study of the hydrocarbons and their derivatives. The laboratory periods for the first semester given to exercises in qualitative analysis; for the second semester to organic preparations.

Laboratory fee, \$5.00.

MISS WINSTON

30, 31. Quantitative Analysis.

Elective. Prerequisite: Chemistry 20-21. Two lectures and six hours of laboratory work a week. Four semester hours credit each semester. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

The classroom work devoted to the discussion of the methods used in the laboratory, the theory of quantitative separations and chemical calculations. The laboratory work given to standard gravimetric and volumetric methods of analysis.

Laboratory fee, \$5.00.

MISS YARBROUGH

34. Organic Chemistry—Carbocyclic Compounds.

Elective. Prerequisite: Chemistry 20-21. Three semester hours credit. Lectures: Monday, 9:30. Laboratory: Wednesday, Friday, 8:30-10:30.

A course intended primarily for students preparing to study medicine. The laboratory periods devoted to the preparation of the carbocyclic compounds; the recitations to a theoretical study of these compounds.

Laboratory fee, \$2.50.

MISS WINSTON

40. Chemistry of Food and Nutrition.

Elective. Prerequisite: Chemistry 20-21. Four semester hours credit. Lectures: Tuesday, Thursday, Saturday, 8:30. Three hours of laboratory work: Wednesday, 1:45-4:45.

A study of the chemistry and functions of foodstuffs; the amounts of food required in nutrition; and the composition and nutritive values of food materials.

TEXT: Sherman, *Chemistry of Food and Nutrition*, Fifth Edition.

MISS YARBROUGH

61. Methods of Teaching Chemistry.

Elective. Prerequisite: Chemistry 20-21. Two hours of lecture and recitation, and two hours of laboratory work a week for the second semester. Lectures: Wednesday, Friday, 8:30.

A course intended to prepare students to teach chemistry in the high schools.

MISS WINSTON

IV. Economics and Sociology

NETTIE SOUTHWORTH HERNDON, *Professor*

The requirements for a major are 20-21, 26, 27, 40, and 9 semester hours elected from 30, 31, 32, 41, 43.

The requirements for a minor are 20-21, 26, 27, and 6 semester hours elected from 30, 31, 32, 40, 41.

20-21. Principles of Economics.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 9:30.

26. Modern Social Problems.

Not open to freshmen. Tuesday, Thursday, Saturday, 8:30.

27. Principles of Sociology.

Not open to freshmen. Tuesday, Thursday, Saturday, 8:30.

30. The Economics of Consumption.

Prerequisite: Economics 20-21. Monday, Wednesday Friday, 11:00.

A study of individual, family, and national consumption.

31. Labor Problems.

Prerequisite: Economics 20-21. Monday, Wednesday, Friday, 11:00.

A consideration of the problems of modern labor, such as unemployment, industrial insurance, trade unionism, and the status of the laborer.

32. Rural Problems.

Prerequisite: Sociology 26 or Sociology 27. Monday, Wednesday, Friday, 12:00.

A study of rural social conditions, with plans for improvement.

40. Social Problems of the Family.

Prerequisite: Sociology 26 or Sociology 27. Tuesday, Thursday, Saturday, 9:30.

The historical development and contemporary problems of marriage and the family.

41. Race Problems.

Prerequisite: Sociology 26 or Sociology 27. Tuesday, Thursday, Saturday, 9:30.

The history, causes, and effects of immigration; methods of assimilation. The Negro problem.

43. Social Case Work.

For seniors. Prerequisites: Sociology 26, Sociology 27, and Sociology 40. Monday, Wednesday, Friday, 12:00.

A course intended for those desiring an insight into the methods of social treatment of unadjusted individuals and families.

V. Education

BUNYAN Y. TYNER, *Professor*

ETHEL EVANGELINE ENGLISH, *Assistant Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the state. Courses marked (R) are required of all students who expect to secure a certificate of any kind; those marked (H) of those desiring certificates to teach high school subjects, public school music, or fine arts; those marked (P) of those desiring to teach in primary grades 1-3; those marked (G) of those desiring to teach in grammar grades 4-7. Courses marked (E) may be taken to meet professional requirements for all certificates. Students intending to teach should confer with the Education Department during their sophomore year to make sure that they will meet the requirements for the State A grade certificate.

Majors in Education

Students pursuing the program of studies leading to the A-grade certificate on either the primary or grammar grade level will automatically make education their major. In addition to the professional courses outlined on pages 53-54 at least one of the following courses in education is required for the major: Education 34, 39, 40, 45, making a total of 24 semester hours. For those pursuing courses leading to teaching in the high school, if education is made the major, in addition to the professional courses outlined on page 53, at least two of the education courses numbered 33, 34, 39, 40, 45 must be taken, making a total of at least 24 semester hours. Care should be exercised to see that the major and minor total the cata-

logue requirement, and that the requirements of the department in which the minor falls are met. Courses in education are open as general electives to those not majoring in education. Certain courses in psychology may be counted on education majors and minors, with the advice and approval of the head of the Department of Education.

Minors in Education

Students wishing a minor in elementary education will take the following subjects: Education 31 and 35, and at least four subjects from the following group: Education 34, 39, 44, 45, 46, 47, 48, 49. Total 18 semester hours.

Those desiring a minor on the secondary school level will take the following subjects: Education 31 and 32 and at least four subjects from the following group: Education 34, 39, 40, 45, 60. Total 18 semester hours.

Certain courses in psychology may be counted on an education minor, with the advice and approval of the head of the Department of Education.

HIGH SCHOOL TEACHER'S CERTIFICATES

Those who expect to secure a Class A certificate, to teach in high school, must meet the requirements listed below. *It is recommended that students be able to teach at least two subjects in the high school. Majors and minors may be used to this end, but it should be noted that the requirements for state certificates and the college requirements for majors and minors do not always coincide.*

I. Subject-Matter Courses

A major and minor should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

English (24), French (18), German (18), Latin (24), history and social science (24), mathematics (15), science (30). The following combinations are suggested: English-Latin, English-French, English-history, Latin-French, history-mathematics, history-French, science-mathematics, or—

A major should be selected from the following: fine arts (30); public school music (30), including three semester hours in voice; home economics (45).

II. Professional Courses

Educational Psychology	3 semester hours
Principles of Secondary Education.....	3 semester hours
Materials and Methods of Teaching the Major and Minor Subjects.....	3 or 6 semester hours
Six semester hours chosen from courses in edu- cation marked (E).....	6 semester hours
Observation and Directed Teaching.....	3 semester hours
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Total required	18 semester hours

These courses should be taken in the order here listed, all preceded by General Psychology.

GRADE SCHOOL TEACHER'S CERTIFICATES

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree, meet the following specific requirements:

I. Subject-Matter Courses

English, including 6 hours of composition.....	12 semester hours
Children's Literature (Education 35).....	2 or 3 semester hours
American History and Citizenship (32, 33).....	6 semester hours
Geography (30, 31).....	6 semester hours
Drawing (Art Education 20, 21).....	4 semester hours
Industrial Arts (Art 35, 39).....	2 semester hours
Music 10.6; 11.6; 23.2.....	3 or 4 semester hours
Physiology and Health Education (Course 36, 37)....	6 semester hours
Physical Education (Course 60-61).....	2 semester hours

II. Professional Courses

Educational Psychology (Ed. 31).....	3 semester hours
Child Psychology (Ed. 33).....	3 semester hours
School Org. and Classroom Procedures (Ed. 44)	3 semester hours

*Educational Measurements (Ed. 34)	3 semester hours
Elementary Education—Primary or Grammar	
Grades (Ed. 46, 47 or 48, 49).....	6 semester hours
Observation and Directed Teaching (Ed. 70).....	3 semester hours
For Major (Ed. 34, 39, 40, 45).....	3 semester hours
	—
Total.....	24 semester hours

*Students majoring in primary education may substitute some other course in education for Educational Measurements if they so desire.

To meet the physical education requirement of 2 semester hours, course 60-61 may be substituted for a year of physical education required of all candidates for a degree. It is strongly recommended that all students planning to teach, either on the elementary or the high school level, take this course.

ELEMENTARY EDUCATION

(Suggested order of arrangement)

FRESHMAN YEAR

	Sem. Hrs.
English 10-11	6
Modern or ancient language.....	6
History 10-11 or Religion 16, 17.....	6
Biology 12-13 or Chemistry 10-11.....	6
Mathematics 10-11, or one of the options listed above.....	6
	—
	30

SOPHOMORE YEAR

	Sem. Hrs.
English 20-21	6
Modern or ancient language.....	6
Psychology 20	3
Music 10.6	1
¹ Electives	14 to 16
	—
	30 to 32

¹ With the approval of the head of the Department of Education, Educational Psychology may be taken during the second semester of the sophomore year if Psychology 20 has been taken in the first semester. If Education 31 has been taken in the sophomore year an elective may be taken in its place the first semester of the junior year.

JUNIOR YEAR

	Sem. Hrs.
¹ Education 31	3
Psychology 33	3
Education 47 or 49	3
² Music 11.6	2
History 32-33	6
Geography 30, 31.....	6
Art Education 20-21	4
² Industrial Arts 35, 39	(2)
³ Electives	3 to 6
	<hr/>
	30 to 33

SENIOR YEAR

	Sem. Hrs.
Education 35	3
Education 46 or 48.....	3
Education 44	3
Biology 36, 37.....	6
Music 11.6 or Ind. Arts 35, 39	2
⁴ Education 34	(3)
Education 70	3
Physical Education 60-61	2
³ Electives	6 to 9
	<hr/>
	31

Education Courses

31F, 31. Educational Psychology.

Prerequisite: Psychology 20. Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 11:00. Sec. (a), first semester only. Secs. (b) and (c), second semester only.

An attempt to give the student a knowledge of psychological factors in their educational aspects.

MR. TYNER

¹ With the approval of the head of the Department of Education, Educational Psychology may be taken during the second semester of the sophomore year if Psychology 20 has been taken in the first semester. If Education 31 has been taken in the sophomore year an elective may be taken in its place the first semester of the junior year.

² If necessary in order to get in a minor, Music 11.6 or Industrial Arts 35, 39 may be omitted until the senior year.

³ Students should plan a minor the first semester of the junior year and carry it through both the junior and senior years.

⁴ Required on the grammar grade level. Recommended for primary and high school teachers as an elective in education.

32, 32S. Principles of Secondary Education. (H)

Elective for juniors and seniors. Prerequisite or parallel: Educational Psychology 31. First semester, Tuesday, Thursday, Saturday, 11:00; second semester: Monday, Wednesday, Friday, 2:45.

A consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; student guidance and accounting; managerial factors; records and reports.

MR. TYNER

33. Child and Adolescent Psychology. (P-G-E)

For description of course, see Child and Adolescent Psychology 33 (p. 79). Tuesday, Thursday, Saturday, 11:00.

34. Educational Measurements. (G-E)

Tuesday, Thursday, Saturday, 11:00.

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school and to those majoring in the social sciences.

MISS ENGLISH

35. Children's Literature. (P-G)

Elective for juniors. Tuesday, Thursday, Saturday, 8:30.

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization and story-telling, and other factors, including the activities of the children which influence oral and written speech.

MISS ENGLISH

39. History of Education. (E)

Elective for juniors and seniors. Prerequisite: History 10, 11, Tuesday, Thursday, Saturday, 12:00.

A survey of educational theories and practices from primitive times to the present; designed to provide a background for an approach to contemporary educational problems. The major emphasis placed on modern education.

MRS. WALLACE

40. Administration and Supervision of Public Education. (E)

Open to juniors and seniors. Prerequisite: Ed. 31, and 32 or 44. Tuesday, Thursday, Saturday, 8:30.

A course dealing with the general principles of administration and supervision of public education. The influence of the several factors of control noted and evaluated. The principal emphasis in the course to be placed, however, upon the teacher's relation to the administrative and supervisory officials of the school system, with a view to the improvement of instruction in the classroom and the effective coördination of the various activities of the school as a whole.

MR. TYNER

44. School Organization and Classroom Procedure. (P-G)

Required of students working toward elementary certificate. Elective for juniors. Not open to students taking Education 32. Monday, Wednesday, Friday, 2:45.

An attempt to consider in the light of scientific investigation and experience some of the factors and problems which confront the teacher in her daily work: the curriculum; the teacher; organization and control; extra-curricular activities; the school plant; records and reports; relation of teachers and pupils to one another; relation of school to community.

MR. TYNER

45. Philosophy of Education. (E)

Open to juniors and seniors. Prerequisite: Ed. 31, and 32 or 44. Monday, Wednesday, Friday, 9:30.

An examination and discussion of the place of education in society, especially in its relationship to democracy. The viewpoints of such leaders as Plato, Aristotle, Locke, Hume, and Spencer considered, with the major emphasis, however, upon the views of contemporary educational leaders—Dewey, Horne, Kilpatrick, Bode, Kuehner, Demiashkevich, Morrison, Monroe, Briggs, and others. *The Educational Frontier*, a recent publication, and the magazine *The Social Frontier*, given special consideration.

MR. TYNER.

46. Elementary Education: Grades 1-3.

Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching reading, language, spelling, and writing in the primary grades. Observation required and activities stressed.

MISS ENGLISH

47. Elementary Education: Grades 1-3.

Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching arithmetic, health, and social studies in the primary grades. Observation required and activities stressed.

MISS ENGLISH

48. Elementary Education: Grades 4-7.

Monday, Wednesday, Friday, 11:00.

A study of materials and methods of teaching reading, language, spelling and writing in the grammar grades. Observation required. Teaching on the basis of directed learning through activity programs also considered.

MISS ENGLISH

49. Elementary Education: Grades 4-7.

Monday, Wednesday, Friday, 11:00.

A study of materials and methods in the grammar-grade subjects other than reading, language, spelling, and writing. Observation required and units of work developed and evaluated.

MISS ENGLISH

Departmental Courses (Materials and Methods)**60-61.**

Description of these courses will be found under the several departments. Courses numbered 60-61, inclusive, count as education, three hours of which are required for a high school certificate to teach in one field; six hours may be taken by those who wish a certificate to teach in two fields. The letter after the number indicates the department from which the principal subject-matter of the

course is taken. The following courses are offered for teachers on the high school level:

- 61 B. The Teaching of Biology.
- 61 C. The Teaching of Chemistry.
- 60 E. The Teaching of English.
- 61 F. The Teaching of French.
- 60 H. The Teaching of History.
- 60-61 H. E. The Teaching of Home Economics.
- 60 L. The Teaching of Latin.
- 60 M. The Teaching of Mathematics.
- 39.6 Mus. The Teaching of Music in the High School.
- 60-61 P. E. The Teaching of Physical Education.

Observation and Directed Teaching*

70, 71.

At least 54 hours of observation and supervised teaching must be satisfactorily completed in order to qualify for the A certificate. At least 30 hours of this must be in actual teaching. Students are encouraged to get in as much more observation and teaching under supervision and guidance as time will permit. Arrangements are provided for this work to be done under well qualified and experienced teachers in some of the most progressive schools in the state. Hours will be arranged to meet the schedule and convenience of the student and of the school in which the observation and teaching are to be done. **At least two full class periods should be reserved in the schedule of seniors planning to teach in either the fall or spring semester.** Prerequisites to teaching on the high school level are: Education 31, 32, and 60 or 61 in the subject in which teaching is to be done. On the elementary level: Education 31, 44, and 46-47, or 48-49. The work essentially as outlined in the junior year is recommended. The department also expects a student to rank well in scholarship, especially in her major and minor subjects, and in other ways to show promise of becoming a successful teacher, before being assigned to a school for supervised teaching. Students are advised so to plan their schedules that they will not have to carry more than twelve to fourteen hours of work, including teaching, during the semester in which supervised teaching is done. *Three semester hours credit.*

*If all the requirements have been met except observation and directed teaching, the Class B certificate will be issued. After one year of successful teaching experience the applicant may then be issued the Class A certificate.

VI. English

JULIA HAMLET HARRIS, *Professor*

MARY LYNCH JOHNSON, *Associate Professor*

MARY JAMES SPRUILL, *Assistant Professor*

LOUISE LANHAM, *Instructor*

English 10-11 is prerequisite for English 20-21; English 20-21 is prerequisite for all other courses in English except English 34-35 and English 38-39.

The requirements for a major are 10-11, 20-21, 32-33 or 42-43, 38-39, and 6 semester hours elected from 34-35, 36, 37, 40, 41, 42-43, 45, 46, 47, 49, 50-51, 52, 53.

The requirements for a minor are 10-11, 20-21, 32-33 or 42-43, 38-39.

Students who enter with advanced standing and who take a major or minor in English will be expected to take at Meredith the courses required for majors or minors.

10-11. English Composition.

Required of freshmen. Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Monday, Wednesday, Friday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 9:30; Sec. (d), Monday, Wednesday, Friday, 12:00; Sec. (e), Tuesday, Thursday, Saturday, 12:00; Sec. (f), Monday, Wednesday, Friday, 2:45.

Composition based on selected masterpieces of literature. Themes and conferences.

STAFF

20-21. Outline History of English Literature.

Required of sophomores. Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Tuesday, Thursday, Saturday, 11:00; Sec. (c), Monday, Wednesday, Friday, 1:45; Sec. (d), Monday, Wednesday, Friday, 2:45.

A general survey of English literature through the eighteenth century.

MISS JOHNSON, MISS SPRUILL, MISS LANHAM.

30-31x. Fundamentals of English Composition.

Required of juniors and seniors who have a condition in English composition. No credit. Tuesday, 1:45. MISS SPRUILL

32. The Histories and Comedies of Shakespeare.

Open to juniors and seniors. Required of students taking a major or a minor in English. Tuesday, Thursday, Saturday, 8:30. MISS HARRIS

33. The Tragedies of Shakespeare.

Open to juniors and seniors. Required of students taking a major or a minor in English. Tuesday, Thursday, Saturday, 8:30. MISS HARRIS

34-35. Advanced Composition.

Open to sophomores, juniors, and seniors. Thursday, 12:00. MISS HARRIS

36. Contemporary Drama.

Open to juniors and seniors. Tuesday, 1:45. MISS LANHAM.

37. Contemporary Prose Fiction.

Open to juniors and seniors. Tuesday, 1:45. MISS LANHAM

38-39. Old English.

Open to sophomores, juniors, and seniors. Required of students taking a major or a minor in English. Monday, Wednesday, Friday, 1:45.

A study of the language, with selected readings from Old English prose and poetry. A study of Middle English during half the second semester.

MISS JOHNSON

***[40. Milton.**

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A study of the poetry and of selections from the prose of Milton.]

MISS HARRIS

***[41. Browning.**

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

A study of Browning, supplemented by selections from Tennyson and Arnold.]

MISS JOHNSON

* Not given in 1937-1938.

42-43. The Principles of Literary Criticism.

Open to seniors. Tuesday, Thursday, Saturday, 9:30.

A study of the most important theories of poetry and of the principles of literary criticism. Reading of examples of the various types of literature for the application of these principles.

MISS HARRIS

44. Spenser.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A study of the poetry of Spenser.

MISS HARRIS

45. American Literature of the Nineteenth Century.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

MISS HARRIS

46. Chaucer.

Open to juniors and seniors. Prerequisite: English 38-39. Tuesday, Thursday, Saturday, 11:00.

A study of the language and writings of Chaucer, with especial attention to *The Canterbury Tales*.

MISS JOHNSON

47. English Romantic Poetry of the Nineteenth Century.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

A study of Wordsworth, Shelley, and Keats, supplemented by selections from Coleridge, Byron, and Scott.

MISS JOHNSON

49. Eighteenth Century Prose.

Open to juniors and seniors. Monday, Wednesday, Friday, 8:30.

A study of eighteenth century prose, with emphasis on Johnson and his circle.

MISS SPRUILL

50-51. Beowulf.

Open to juniors and seniors. Prerequisite: English 38-39.
Hour to be arranged.

MISS JOHNSON

*[52. The Contemporary Essay.

Tuesday, 1:45.]

MISS LANHAM

*[53. Contemporary Poetry.

Tuesday, 1:45.]

MISS LANHAM

60. The Teaching of English.

Open to seniors who are taking a major or a minor in English.
Monday, Wednesday, Friday, 8:30.

A review of the subject-matter and a study of the methods involved in teaching English in high school. Discussions, reports, papers, and conferences.

MISS SPRUILL

VII. French

CATHERINE ALLEN, *Professor*MARY LOUISE PORTER, *Associate Professor*ETHEL KATHRYN DAY, *Instructor*

The requirements for a major are 10-11, 20-21, 30-31, 42-43. The requirements for a minor are 10-11, 20-21, 30-31.

4-5. Elementary French.

A course for those who do not offer French for entrance.
Credit: two units or six semester hours. Monday, Wednesday, Friday, 8:30.

This course includes: (1) a practical study of French pronunciation; (2) a thorough presentation of functional grammar; (3) readings based on French life and French institutions.

MISS DAY

6-7. Elementary and Intermediate French.

A continuation of French 4-5. Prerequisite: one unit of French. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

MISS PORTER

* Not given in 1937-1938.

10-11. Composition and Advanced Grammar.

Prerequisite: French 4-5 and 6-7, or equivalent preparation.
Secs. (a), (b), Monday, Wednesday, Friday, 9:30; Secs. (c), (d), Tuesday, Thursday, Saturday, 12:00; Secs. (e), (f), Monday, Wednesday, Friday, 1:45.

An advanced course for students having a good general knowledge of French.

Review of French syntax; phonetics; dictation; classroom use of French whenever possible. A course intended to encourage appreciation of the language and of the civilization.

MISS DAY and MISS PORTER

20-21. Survey of French Literature.

Prerequisite: French 10-11. Secs. (a), (b), Tuesday, Thursday, Saturday, 9:30.

A course providing an historical background and biographical sketches, and including a study of pronunciation, grammar, and French composition.

MISS DAY and MISS PORTER

30-31. French Poetry.

Prerequisite: French 20-21. Tuesday, Thursday, Saturday, 12:00.

The middle ages, the poetry of chivalry, the courtly lyric of the fourteenth and fifteenth centuries. The sixteenth century court and religious poetry. The seventeenth century reform in poetry, the lyric element in the work of the classic writers. The eighteenth century the end of classicism. The nineteenth century romantic poetry, Parnassian poetry, contemporary poetry.

MISS ALLEN

42-43. Development of the French Novel.

Prerequisite: French 30-31. Monday, Wednesday, Friday, 11:00.

Origin of prose fiction in the middle ages. General tendencies of seventeenth century fiction. The eighteenth century; the novel as a study of society. The historical novel of the nineteenth century. The tendency of contemporary fiction.

MISS ALLEN

60. The Teaching of French.

Monday, Wednesday, Friday, 1:45.

Reports and discussion of methods. Consideration of modern language texts. Modern Language Journal read and discussed. Review of grammar.

MISS ALLEN

VIII. German

CATHERINE ALLEN, *Professor*

The requirements for a minor are 4-5, 6-7, 10-11.

4-5. Elementary German.

A course intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

Grammar, prose composition, drill in phonetics, reading of short stories and plays by modern writers, conversation, dictation. Emphasis on German life, culture, and geography.

6-7. Elementary German.

Prerequisite: One year of German. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 9:30.

Study of grammar continued. Reading, prose composition, and conversation. Themes in simple German based upon texts read. Aims to encourage appreciation of the language and of the civilization.

10-11. German Literature.

A course presupposing a good knowledge of German grammar and the ability to understand simple German. Credit: six semester hours. Wednesday, Friday, 12:00.

Introduction to German literature. Outline of the history of German literature. Reading of selected dramas and poems of Lessing, Schiller, and Goethe, with a study of their lives.

Grammar, composition, and conversation continued.

20-21. German Lyric Poetry.

Three hours a week. Prerequisite: German 10-11.

Development of German lyric poetry from the earliest period to contemporary poetry.

German conversation, one hour. Conversation based on subjects connected with modern Germany, its life, customs, and institutions.

An opportunity to acquire fluency and accuracy in the use of the language, a good working vocabulary, and much valuable information.

IX. History

SAMUEL GAYLE RILEY, *Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

ALICE BARNWELL KEITH, *Assistant Professor*

The requirements for a major are 10, 11, 32-33, 42-43, and 6 semester hours elected from 20, 21, 22, 25, 30, 31, 34, 46, 47.

The requirements for a minor are 10, 11, 32-33, 42-43.

History 10 and 11 are prerequisites for all the other courses in history.

10. Modern European History, 1500-1815.

For freshmen and sophomores. Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Monday, Wednesday, Friday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 11:00; Sec. (d), Monday, Wednesday, Friday, 12:00; Sec. (e), Monday, Wednesday, Friday, 1:45.

Conducted by means of informal discussions, occasional hour examinations, and a final examination at the close of the semester. A loose-leaf notebook and a large amount of collateral reading required of each student.

STAFF

11. Modern European History since 1815.

For freshmen and sophomores. Hours and methods same as those of course 10.

STAFF

20, 21. English History.

Prerequisite: History 10, 11 or an equivalent. Monday, Wednesday, Friday, 1:45.

MISS KEITH

22. Ancient History.

Prerequisite: History 10, 11 or an equivalent. Monday, Wednesday, Friday, 8:30.

Designed to meet the needs of students of the classics, and of those preparing for high school teaching.

MRS. WALLACE

25. Medieval European History.

Prerequisite: History 10, 11 or an equivalent. Monday, Wednesday, Friday, 8:30. MRS. WALLACE

28, 29. Modern Biography.

Prerequisite: History 10, 11 or an equivalent. Tuesday, Thursday, 12:00. MR. RILEY

30. European International Relations 1871-1914.

Prerequisite: History 10, 11. A study of European diplomacy in the period before the World War. Tuesday, Thursday, Saturday, 11:00. MRS. WALLACE

31. Recent European History.

Prerequisite: History 10, 11 or an equivalent. Tuesday, Thursday, Saturday, 11:00. MRS. WALLACE

32, 33. American History.

Prerequisite: History 10, 11. A survey course. Sec. (a), Tuesday, Thursday, Saturday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 12:00. MR. RILEY

***[34. Political and Social History of the United States to 1789.**

Prerequisite: History 10, 11. A survey of the political and social development of the Colonial and Revolutionary periods. Tuesday, Thursday, Saturday, 9:30.]

42. Political and Social History of the United States since 1865.

Prerequisites: History 32, 33 or History 34, 35. A continuation of courses 34 and 35. Sec. (a), Monday, Wednesday, Friday, 11:00; Sec. (b), Monday, Wednesday, Friday, 12:00. Required of students whose major is history. MR. RILEY

* Not given in 1937-1938.

43. Studies in the Social History of the United States, 1829-1861.

Prerequisite: History 32, 33 or History 34, 35. Hours same as course 42.

MR. RILEY

46. National Government of the United States.

Prerequisite: History 34, 35 or an equivalent. Monday, Wednesday, Friday, 9:30.

MISS KEITH

47. State and Local Government in the United States.

Prerequisite: History 34, 35 or an equivalent. Monday, Wednesday, Friday, 9:30.

MISS KEITH

60. Teaching of History.

For seniors majoring in History. Tuesday, Thursday, Saturday, 12:00.

(Also described as Education 60 H. Credit in Education.)

MRS. WALLACE

X. Home Economics

ELLEN DOZIER BREWER, *Professor*

JENNIE M. HANYEN, *Associate Professor*

The requirements for a major are 24 semester hours of work in home economics, 18 semester hours of which shall be courses numbered 30 or over and taken at Meredith College. There must be as much as 9 semester hours of work in textiles and clothing or 12 semester hours of work in foods. If both textiles and clothing and foods are taken, only one elementary course may be counted toward the major.

The requirements for a minor are 18 semester hours of work in home economics, 12 semester hours of which shall be courses numbered 30 or over and taken at Meredith College. There must be at least 9 semester hours of work in textiles and clothing or 9 semester hours of work in foods.

Students majoring in home economics with a view to teaching it should include in their course, in addition to the general requirements for the degree, the following courses: In the freshman year,

Textiles and Clothing 10; in the sophomore year, Bacteriology, Chemistry 20, and Foods and Cookery 20-21; and in the junior and senior years, Physics, Physiology 36, Textiles and Clothing 34, Home Nursing, Child Development, Nutrition 30, Foods and Cookery 31, Home Management 40, Economics of the Home 42, House Planning and Furnishing, Family Relationships 40, Methods of Teaching Home Economics, and 12 hours of education. These subjects, in addition to meeting the State requirements for an A certificate to teach home economics, will complete the major and the minor required by the college. The State Department of Education recommends that students be prepared to teach in two fields. By adding to the above subjects a course in geography it is possible to secure also an A certificate in general science.

10-11. Textiles and Clothing.

Six semester hours credit. Lectures: Tuesday, Thursday, 9:30. Laboratory: Sec. (a), Monday, 11:00-1:00; Wednesday, 2:45-4:45; Sec. (b), Wednesday, Friday, 11:00-1:00.

A course including the psychology of line and color in dress, with emphasis upon clothing suitable for individual types and various occasions. A study of the commercial pattern in the construction of simple outer and inner garments for self. The use and care of sewing machines. Individual clothing budget. An analysis of textiles to find the relation between fiber, weave, adulteration, finish, cost, and quality.

MISS HANYEN

15. Home Appreciation.

Elective for freshmen and sophomores in all courses. Tuesday, Thursday, Saturday, 9:30.

Intended primarily to help students in their adjustment to different kinds of group living. A study of the modern family and its constituent parts, college relationships, responsibility for proper spending of the family income, the individual and family budget, the economics and ethical principles of dress, principles of food selection, and the use of a time schedule under varying conditions.

MISS BREWER

20-21. Foods and Cookery.

Required of sophomores majoring in home economics. Open to other sophomores, juniors, and seniors. Six semester hours credit. Lecture: Wednesday, 8:30. Laboratory: Monday, 1:45-3:45; Friday, 1:45-4:45.

A course designed to give a knowledge of the fundamental principles and processes involved in the preparation, preservation, and serving of foods. Attention to menu-making and food costs, and opportunity of serving well-balanced meals at a moderate cost.

MISS BREWER

30. Nutrition.

Prerequisites: Cookery 20-21 and Chemistry 20. Three semester hours credit. Lectures: Wednesday, Friday, 12:00. Laboratory: Monday, 11:00-1:00.

A course designed to give a knowledge of the nutritive requirements of the individual throughout the various stages of life. Typical dietaries prepared for persons of different ages and economic conditions.

MISS BREWER

31. Foods and Cookery.

Prerequisite: Cookery 20-21. Three semester hours credit. Lecture: Wednesday, 9:30. Laboratory: Monday, 10:00-1:00; Friday, 11:00-1:00.

A course in advanced cooking and meal serving. Food composition and combination studied in connection with the planning, preparation, and serving of typical meals. Special attention to the economics of the food situation.

MISS BREWER

32. Home Cookery.

Elective for juniors and seniors in all courses. Three semester hours credit. Lecture: Tuesday, 1:45. Laboratory: Tuesday, 2:45-4:45; Thursday, 1:45-4:45.

A brief course in food selection, preparation, and service, planned for students majoring in other fields.

MISS BREWER

34. Textiles and Clothing.

Prerequisite: Textiles and Clothing 10-11. Three semester hours credit. Lectures: Tuesday, Thursday, 1:45. Laboratory: Tuesday, Thursday, 2:45-4:45.

Advanced work in garment construction. Tailoring. Children's clothing. Remodeling and renovation of materials. Foundation patterns for simple garments drafted to measurements.

MISS HANYEN

35. Home Nursing.

Friday, 1:45.

Prevention of illness in the home. Home care of the sick, including improvised nursing equipment. First-aid work necessary to meet emergencies within the home.

MISS HANYEN

37. Child Development.

Monday, Wednesday, 1:45.

A study of the child from infancy through the pre-school period, dealing with pre-natal influence, home environment, and the physical, mental, and emotional development. Opportunity given for the observation of pre-school children.

MISS HANYEN

40. Home Management.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

The application of scientific principles to the problems of the modern home-maker. The apportionment of time and of the income, the efficient organization of the household, and economic and social relationships of the family.

MISS BREWER

41. House Planning and Furnishing.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

A study of the house plan from the standpoint of convenience and artistic effect. The selection of household furnishings and attractive arrangement of interiors.

MISS BREWER

42. Economics of the Home.

Open to seniors taking a major in home economics. Prerequisite or parallel: Home Management 40. Three semester hours credit.

Lecture: Saturday, 11:00. Residence for students in groups of four in the home management apartment for one month. An opportunity for the practical application of the work in other courses in home economics, and some experience in the organization and administration of a household.

MISS BREWER AND MISS HANYEN

44. Textiles and Clothing.

Prerequisite: Textiles and Clothing 10-11 and Textiles and Clothing 34. Three semester hours credit. Lecture: Monday, 1:45. Laboratory: Tuesday, 2:45-4:45; Thursday, 1:45-4:45.

A course including the application of the principles of design and color harmony in dress, with problems modeled on a dress form. The completion of the costume by designing and making of accessories. MISS HANYEN

60-61. Methods of Teaching Home Economics.

Six semester hours credit. Tuesday, Thursday, Saturday, 8:30.

A study of the methods of teaching home economics in high schools. Observation, the making of lesson plans, and supervised teaching. MISS HANYEN

XI. Latin

HELEN PRICE, *Professor*

CAROLYN WRAY, *Instructor*

The requirements for a major are 24 semester hours chosen from 10 through 47.

The requirements for a minor are 18 semester hours chosen from 10 through 47.

Latin 8-9, if successfully completed in college, may, with the approval of the head of the department, be counted toward a major or minor. Six semester hours of Greek may be counted toward a major.

6-7. Elementary Latin. Reading of simple Latin.

Open to students who offer less than two units of Latin for entrance. Credit: two units or six semester hours. Monday, Wednesday, Friday, 1:45.

8-9. Prose Authors and Vergil's *Æneid*.

Prerequisite: Two units of Latin for entrance or Latin 6-7. Tuesday, Thursday, Saturday, 8:30.

10, 11. Selections from Latin Prose and Poetry. Prose Composition.

Prerequisite: Four units of Latin for entrance or Latin 8-9.
Tuesday, Thursday, Saturday, 11:00.

Text: Harrington and Scott.

20. Cicero's Letters. Pliny's Letters.

Elective for sophomores and juniors. Wednesday, Friday,
9:30.

21. Latin Elegiac Poetry.

Elective for sophomores and juniors. Wednesday, Friday,
9:30.

22. Roman Private Life.

Elective for sophomores and juniors. No reading knowledge
of Latin required. Monday, 9:30.

23. Roman Religion and Philosophy.

No reading knowledge of Latin required. Monday, 9:30.

*[30. Latin Comedy.

Elective for sophomores and juniors. Monday, Wednesday,
Friday, 9:30.]

*[31. Roman Satire.

Elective for sophomores and juniors. Wednesday, Friday,
9:30.]

*[33. History of Latin Literature.

Elective for sophomores and juniors. No reading knowledge
of Latin required. Monday, 9:30.]

*[37. Roman Life and Thought.

Monday, Wednesday, Friday, 12:00. Elective for juniors and
seniors. No reading knowledge of Latin required.]

* Not given in 1937-1938.

41. Vergil, Georgics and Eclogues, Æneid VII-XII.
Elective for seniors. Same hours as 60.
42. Roman Historians.
Elective for juniors and seniors. Wednesday, Friday, 8:30.
43. Lucretius.
Elective for juniors and seniors. Wednesday, Friday, 8:30.
- 44, 45. Sight-Reading of Latin.
Prerequisite: Latin 10-11. Two hours recitation. One hour credit. Tuesday, Thursday, 1:45.
47. Advanced Latin Composition.
Prerequisite: Latin 60. One hour. Hour to be arranged.
60. Teaching of Latin.
Elective for seniors. Monday, Wednesday, Friday, 12:00.

XII. Greek

HELEN PRICE, *Professor*

The requirements for a minor are 20-21, 30-31, 34, 35.

- 20-21. Elementary Course.
Open to all students. Tuesday, Thursday, Saturday, 12:00.
- 30-31. Plato's Apology. Homer's Iliad.
Prerequisite: Greek 20-21. Monday, Wednesday, Friday, 2:45.
- 34-35. Greek Tragedy.
Three hours a week. Open to those who have completed Greek 30-31.
- *[36. Greek Life and Thought.
Monday, Wednesday, Friday, 12:00. Elective for juniors and seniors. No reading knowledge of Greek required.]

* Not given in 1937-1938.

XIII. Mathematics

ERNEST F. CANADAY, *Professor*

DORIS KATHERINE TILLERY, *Instructor*

The requirements for a major are 24 semester hours, which must include 10-11, 20-21, 30-31.

The requirements for a minor are 18 semester hours.

10. College Algebra.

Sec. (a), Monday, Wednesday, Friday, 9:30. Sec. (b), Tuesday, Thursday, Saturday, 9:30; Sec. (c), Monday, Wednesday, Friday, 1:45.

STAFF

TEXT: Hart.

11. Trigonometry.

Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 9:30; Sec. (c), Monday, Wednesday, Friday, 1:45.

TEXT: Brink.

STAFF

13. Solid Geometry.

Monday, Wednesday, Friday, 2:45.

TEXT: Hawkes, Luby, Touton.

MR. CANADAY

*15. Mathematical Principles of Accounting.

Monday, Wednesday, Friday, 9:30.

MISS TILLERY

20-21. Plane and Solid Analytic Geometry.

Prerequisite: Course 11. Monday, Wednesday, Friday, 8:30.

TEXT: Siceloff-Wentworth-Smith.

MR. CANADAY

30-31. Differential and Integral Calculus.

Prerequisite: Course 20-21. Monday, Wednesday, Friday, 11:00.

TEXT: Ford.

MR. CANADAY

40. Theory of Equations.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

TEXT: Dickson.

MR. CANADAY

* Not counted on a major or minor. Not given for less than five students.

41. College Geometry.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

TEXT: Altshiller Court.

MR. CANADAY

****60. Methods of Teaching Mathematics.**

Prerequisite: Course 20-21. Counts as three hours Education. Tuesday, Thursday, Saturday, 9:30.

Review of subject-matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and current magazines. MISS TILLEY

XIV. Music, Theoretical

The members of the teaching staff are given on pages 10-11.

The requirements for a major in music for the B.S. degree are outlined on pages 92-93, 96-101.

A minor in theoretical music for the A.B. degree requires 18 semester hours and must include Music 10.0-11.0; 16.0-17.0; 20.1-21.1 or 23.2.

Free electives for the A.B. degree may include practical music, not exceeding twelve semester hours. In order to receive credit for practical music for the A.B. degree the student must have an equal amount of theoretical music with grades of C or higher.

The music courses listed below, and certain other music courses approved by the head of the department, are open to A.B. students.

10.0-11.0, Elementary Harmony, page 102.

16.0-17.0, Solfeggio, page 102.

10.6, Voice class, page 102.

11.6, Public School Music for Grade Teachers, page 102.

20.0-21.0, Advanced Harmony, page 103.

26.0-27.0, Solfeggio, page 103.

20.1-21.1, Music History, page 103.

23.2, Appreciation of Music, page 103.

** Given in alternate years. Not given in 1937-1938.

XV. Physics, Geology, Geography

J. GREGORY BOOMHOUR, *Professor*

ETHEL EVANGELINE ENGLISH, *Assistant Professor*

PHYSICS

30-31. General Physics.

For juniors and seniors. Three hours a week. Three hours lecture and recitation and two hours laboratory. Lectures: Monday, Wednesday, Friday, 9:30. Laboratory: Monday, 2:45-4:45.

A study of the elementary fundamental principles of physics. Lectures, class demonstrations, occasional quizzes, and laboratory work based on mechanics, sound, light, heat, magnetism, and electricity. Special attention given to the explanation of the phenomena of everyday life. The use of trigonometry and logarithms is required.

MR. BOOMHOUR

GEOLOGY

39. General Geology.

For juniors and seniors. Prerequisite: chemistry and biology. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 1:45.

A study of the natural phenomena which affect the earth's structure and topography, and the varied changes that have taken place in plant and animal life. Two hours a month given to field study of quarries and topography.

TEXT: Chamberlin and Salisbury, *Introductory Geology*.

MR. BOOMHOUR

GEOGRAPHY

30. Principles of Human Geography.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man.

MISS ENGLISH

31. Geography of North America.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

Each of the natural divisions of the continent is studied with regard to its physical features, resources, and economic activities.

MISS ENGLISH

XVI. Philosophy and Psychology

EDGAR HERBERT HENDERSON, *Professor*

CAROLYN WRAY, *Instructor*

Psychology 20 is prerequisite to all other courses in psychology and philosophy. *Philosophy 20 is prerequisite to all other courses in philosophy; but for the session of 1937-1938 only, Philosophy 30 may be taken concurrently with Philosophy 20, and for certain other courses this prerequisite may be set aside.* On this point students should consult the head of the department.

The requirements for a major in philosophy are Psy. 20; Phil. 20, 30, 31, 41; and nine semester hours selected from the following: Phil. 40, 43; Psy. 21, 30, 32, 35, 40, 41; Educ. 31, 45.

The requirements for a minor in philosophy are Phil. 20, 30, 31, 41; and six semester hours selected from the courses listed above as electives for a major in philosophy.

The requirements for a major in psychology are Psy. 20, 21, 32, 35; Phil. 20; and nine semester hours selected from the following: Psy. 30, 33, 40, 41; Phil. 30, 31, 40, 41, 43; Educ. 31.

The requirements for a minor in psychology are Psy. 20, 21, 32, 35; and six semester hours selected from the courses listed above as electives for a major in psychology.

The Department of Education of the State of North Carolina credits as electives for the professional requirements the following courses in psychology: 21, 30, 33, 35.

A. Psychology

20, 20S. General Psychology.

Required for the A.B. degree. Open to sophomores and upper-classmen. First semester, 20; lectures, Tuesday, Thursday, 11:00; section meetings as follows: Sec. (a) Monday, 9:30; Sec. (b) Tuesday, 2:45; Sec. (c) Thursday, 2:45; Sec. (d) Saturday, 11:00.

Second semester, 20S; Monday, Friday, 8:30; Wednesday, 1:45.

21. Experimental Psychology.

Monday, Wednesday, 11:00. Laboratory, Wednesday, 2:45-4:45. Open to sophomores and upperclassmen.

An introduction to typical problems, methods, and techniques of the laboratory.

30. Abnormal Psychology and Mental Hygiene.

Tuesday, Thursday, Saturday, 8:30. Open only to juniors and seniors.

A survey of the problems of maladjustment in their relation to normal mental life.

32. Psychology of Feelings and Emotions.

Monday, Wednesday, Friday, 9:30. Open only to juniors and seniors.

An examination of the present knowledge of feelings and emotions, together with applications to problems of education, social and political life, war and peace, etc.

33. Child and Adolescent Psychology.

Tuesday, Thursday, Saturday, 11:00. Open to sophomores and upperclassmen.

A survey of the present knowledge of the psychological development of the individual through childhood and adolescence.

*[35. Social Psychology.

Tuesday, Thursday, Saturday, 11:00. Open only to juniors and seniors.

A study of the psychology of social and political phenomena.]

40-41. Psychological Problems.

Hours by appointment and credit not to exceed three hours a semester, in proportion to amount of work done. Open only to seniors having permission of the head of the department.

Reading and laboratory investigation under direction.

* Not given in 1937-1938.

B. Philosophy

20, 20S. Introduction to Philosophy.

Prerequisite to all other courses in philosophy, with exception indicated in description of Phil. 30, below. Open to sophomores and upperclassmen.

First semester, 20: Tuesday, Thursday, Saturday, 9:30.

Second semester, 20S: Tuesday, Thursday, Saturday, 11:00.

An introduction to the methods and basic problems of reflective thought.

30. History of Ancient and Medieval Philosophy.

Monday, Wednesday, Friday, 8:30. Open only to juniors and seniors. For session of 1937-1938, applicants who have not had Phil. 20 will be required to take Phil. 20 concurrently with Phil. 30.

Special emphasis upon the classical Greek philosophy, as exhibited in Socrates, Plato, Aristotle.

31. History of Modern Philosophy.

Monday, Wednesday, Friday, 8:30. Open only to juniors and seniors. May be taken, with permission, by those who have not taken Phil. 30.

Special emphasis upon Bacon, Hobbes, Descartes, Spinoza, Locke, Berkeley, Hume, Kant, Hegel, Schopenhauer.

40. Philosophy of Plato.

Tuesday, Thursday, Saturday, 8:30. Open only to seniors.

An attempt to discover the basic ideas of Plato's teaching.

41. Ethics.

Tuesday, Thursday, Saturday, 8:30. Open only to juniors and seniors.

An attempt to formulate a system of ethics in the light of the development of ethical ideas and the theory of value.

43. Contemporary Philosophy.

Tuesday, Thursday, Saturday, 9:30. Open only to seniors.

A survey and appraisal of the major trends of Western philosophic thought since 1900.

XVIII. Religion

LEMUEL ELMER McMILLAN FREEMAN, *Professor*

ISAAC MORTON MERCER, *Associate Professor*

Each student is required to take during her freshman or sophomore year six semester hours of religion from the following: Religion 16, 17, 20, 21.

The requirements for a major are 6 semester hours from 16, 17, 20, 21 and 18 semester hours from other courses.

The requirements for a minor are 6 semester hours from 16, 17, 20, 21 and 12 semester hours from other courses. A major or minor is to include 6 semester hours from 32, 33, 38, 39.

16, 17. Bible History.

Open to freshmen in home economics. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 9:30.

Texts: *American Standard Version of the Bible*; Smyth, *How We Got Our Bible*; Weatherspoon, *The Book We Teach*.

MR. FREEMAN

20. Old Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (a), Monday, Wednesday, Friday, 8:30; Sec. (b), Tuesday, Thursday, Saturday, 8:30.

This course gives a brief survey of Old Testament History. It aims to give a knowledge of the history of the Hebrews, the religious and moral ideals of their great leaders, to discover Israel's contribution to human progress, and to prepare the student to appreciate the various forms of Old Testament literature.

TEXTS: *American Standard Version of the Bible*; Smyth, *How We Got Our Bible*.

MR. MERCER

21. New Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Monday, Wednesday, Friday, 8:30.

The Life of Christ and the history of the Apostolic Age are studied.

TEXTS: Stevens and Burton, *A Harmony of the Gospels*; Burton, *Records and Letters of the Apostolic Age*.

MR. MERCER

*[24. Religious Education.

Tuesday, Thursday, Saturday, 11:00.

This course is a general introduction to religious education, particular attention being given to its principles and institutions.

TEXT: Price, *An Introduction to Religious Education.*]

MR. FREEMAN

27. Missions.

Open to sophomores and juniors. Prerequisites 16 and 17 or 20 and 21. Tuesday, Thursday, Saturday, 11:00.

In this course the Biblical grounds for missions, the history of missions, and the various forms of Southern Baptist mission work carried on at home and abroad are studied.

MR. MERCER

30. Old Testament Interpretation.

Prerequisite: Religion 16 or 20. Monday, Wednesday, Friday, 1:45.

Selections from the prophetic and poetical writings are used in this course.

MR. FREEMAN

*[31. New Testament Interpretation.

Prerequisite: Religion 17 or 20. Monday, Wednesday, Friday, 1:45.]

MR. FREEMAN

32, 32S. The Modern Sunday School.

Monday, Wednesday, Friday, 11:00.

Sunday School organization, management, and teaching methods are studied. Some time is given to lesson construction. Opportunity is given for visiting some of the Raleigh Sunday Schools. Several books included in the study course of the Southern Baptist Sunday School Board are used.

MR. FREEMAN and MISS KICHLINE

34. Christian Doctrines.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

This is a brief course in what is commonly called theology. In it are studied the fundamental teachings of God's Word concerning

* Not given in 1937-1938.

God himself, His existence, nature and activities, man and sin, salvation and the kingdom of God, the Church, and the future life.

MR. MERCER

35. Biblical Literature.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 1:45.

Representative selections from both the Old and the New Testament are studied as literature. Attention is given to the circumstances under which the various kinds of literature were produced. Emphasis is placed on reading the Bible for understanding and appreciation.

MR. FREEMAN

38, 38S. The Principles of Church Efficiency.

Not open to freshmen. Monday, Wednesday, Friday, 11:00.

After a brief survey of American Baptist history, attention is directed to methods of promoting the efficiency of local churches.

The various forms of activity in the local church are studied. Attention is given to the organization and work of the W. M. U., the B. T. U. and the Daily Vacation Bible School. Religious surveys, methods of enlistment, evangelism, and the social side of church life are investigated.

MR. MERCER

*[40. The History of Religion.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The most important religions of the past and present are studied with a view to understanding their principal teachings and influence.]

MR. FREEMAN

*[41. Outlines of Christian History.

Tuesday, Thursday, Saturday, 9:30.]

*[42. Theism.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The various arguments for the existence of God are considered, and an effort is made to understand philosophically the relation between God and the world. Lectures, parallel reading, and class discussion.]

MR. FREEMAN

* Not given in 1937-1938.

44. Christian Ethics.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The moral principles of Christianity are studied with reference to present-day social problems. MR. FREEMAN

45. Present-day Religious Problems.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

Several of the most important tendencies of religion are studied. Opportunity is given for considerable reading. MR. FREEMAN

XVIII. General Science

The members of the staff are given with the departments.

The requirements for a major are Biology 12-13, Chemistry 10-11, Physics 30-31, an advanced laboratory course in biology or chemistry 20-21 and elective courses in science to make a total of 30 semester hours. Mathematics 10-11 is required of students majoring in general science.

The requirements for a minor are Biology 12-13, Chemistry 10-11 and Physics 30-31. A student majoring in home economics may have a minimum of 2 semester hours of physics, provided she takes additional work in other laboratory sciences to make a total of 18 semester hours.

XIX. Spoken English

GUSSIE ROSE RIDDLE LIST, *Instructor*

20-21. Fundamentals of Speech.

Open to freshmen and sophomores. Wednesday, Friday, 8:30. Two semester hours credit each semester.

A study of voice technique and platform speaking. A course planned to develop the speaking voice and to establish ease in platform presentation. Preparation and delivery of various types of speeches.

30-31. Dramatic Production.

Open to sophomores, juniors, and seniors. Two semester hours credit each semester.

A study in amateur dramatics, including a careful analysis of the various types of plays and study of directing, acting, staging, and other phases of production.

36-37. Advanced Speech.

Prerequisite: Speech 20-21. Open to sophomores, juniors, and seniors. Two semester hours credit each semester.

Advanced study in fundamentals of speech. A drill in the oral interpretation of literature, in poetry reading and story telling.

Private Lessons in Speech.

The instructor will advise students as to requirements, credit and fee for this course.

XX. Physical Education

GERTRUDE ROYSTER SORRELL, *Director*

MARIAN WARNER, *Assistant Director*

All students when entering college are given a physical examination by the resident physician and physical director. If this should show reason why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the college grounds are courts for tennis, basketball, volleyball, hockey, and archery. Horses, with the services of a riding master, are available at a moderate price. At the close of the interclass basketball and hockey games, letters are awarded to the best players. A handsome silver loving cup is also offered yearly to the team winning in an interclass basketball contest. To the champion of the interclass tennis tournament letters are awarded. The athletics committee of the faculty, with the physical director and the assistant director, has control of all field sports.

A new uniform, at moderate price, has been adopted, and students are advised to wait until they arrive at college before they provide themselves with an outfit. The suit selected by the department is economical and is the standard uniform.

Resident students are required to take two hours a week of physical education. Seniors who have credit for six semester hours are allowed optional attendance. The credit for physical

education is not counted as a part of the one hundred twenty semester hours required for the degree. Students who desire credit for physical education will be allowed two semester hours of credit for each of the three courses, 10-11, 20-21, 30-31 completed at Meredith, and the number of semester hours required for a degree will be increased according to the number of semester hours of physical education counted.

As far as possible, students are organized in classes according to the number of years that they have had the work. Students are graded in physical education on the basis of faithfulness, punctuality, and efficiency.

In each course offered the chief aims are to improve the general health, to train and cultivate habits of good posture, to develop flexibility and coördination, and to stress the recreational side of all sports and games.

10-11. Physical Education.

Corrective gymnastics, posture training, fundamental rhythms, and folk dancing. Team and individual sports, games of low organization, and moderate sports for those who should not take the more active work.

MRS. SORBELL

20-21. Physical Education.

Prerequisite: 10-11. Corrective gymnastics, posture training, rhythms, folk dancing. Team and individual sports. A course in natural rhythms may be elected by a limited number taking this course.

MRS. SORBELL

30-31. Physical Education.

Prerequisite: 10-11, 20-21. Corrective gymnastics and posture training, rhythms and folk dancing. Team and individual sports. A course in natural rhythms may be elected by a limited number taking this course.

MRS. SORBELL

40-41. Technique of Teaching Sports. Methods of Coaching and Officiating.

Open to students interested in high school athletics, recreation, and playground work. Tuesday, Thursday.

Fall—Hockey, basketball, tennis.

Spring—Soccer, baseball, archery.

MISS WARNER

60-61. Methods and Materials for Teaching Physical Education.

Elective for juniors and seniors. Two semester hours credit allowed by the State Department for those who apply for a primary certificate or a grammar grade certificate.

This course includes story plays, singing games, rhythmic plays, schoolroom and playground games, educational and corrective gymnastics, and folk dances. A notebook is required. This course may be substituted for the required work in physical education. This course is arranged to meet the increasing demands for teachers of general subjects who are qualified to assist in physical education in the public schools.

MRS. SORRELL

Department of Music

LESLIE P. SPELMAN, *Professor*

MAY CRAWFORD, *Associate Professor*

ETHEL M. ROWLAND, *Associate Professor*

AILEEN McMILLAN, *Assistant Professor*

RAGNA OTTERSEN, *Assistant Professor*

PAULINE WAGAR, *Assistant Professor*

EDGAR H. ALDEN, *Assistant Professor*

VIRGINIA BRANCH, *Instructor*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher), courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance. The importance of supplementing a musical education by a liberal cultural education is now more than ever before realized. While it is true that there are those who have attained success in music with little or no cultural background, they are the exceptions, and most eminent musicians have been persons of liberal education, for the understanding and appreciation of music are governed to a large extent by the understanding and appreciation of life. For this reason the literary requirements for entrance and graduation with the major in music are considered essential and made an important part of the total requirements for a degree.

Admission to Classes

A. *Literary Requirements.*

For admission to the freshman class a candidate must offer fifteen units of the entrance requirements for the A.B. degree.

For a detailed description of these courses see pages 26-30. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year, and is estimated to be equivalent to one-fourth of the work in one year in the high school.

Every candidate for a degree must offer:

English	4 units
French	}
or	
German	
*Electives	9 units
<hr/>	
Total.....	15 units

B. *Musical and Technical Requirements.*

Students are graded in music according to the quality as well as the quantity of work done, and therefore on entering are classified only tentatively until the value of their entrance music can be determined. Students are assigned to teachers according to their needs and abilities, and resident students may study only with teachers engaged by the college.

1. *For admission with a major in piano* a student should be able to play:

(a) All scales and arpeggios, major and minor, through four octaves, parallel motion, at a moderate tempo.

(b) Several studies of the difficulty of: Duvernoy Op. 120, Bertini Op. 100, Czerny Op. 636, Jensen "25 Piano Studies," Heller Op. 46, Gurlitt Op. 54.

(c) A sonata of the difficulty of Mozart *Sonata in C major*, Haydn *Sonata in C major*, Beethoven Sonatas Op. 49, Nos. 1 and 2.

*Any required or elective subjects allowed for entrance to the A.B. course may be offered (see page 26); also a half unit or a unit in the theory of music will be accepted, according to the amount of time given to the work.

(d) Lighter pieces of the difficulty of Tschaikowsky *Song of the Lark*, Schytte *Witches' Revel*, Schubert *Scherzo in B flat*, Merkel *Butterfly*.

2. *For admission with a major in organ* a student should have had sufficient piano to begin the study of the organ. No previous study of organ is necessary.

3. *For admission with a major in voice* a student should possess a good natural voice and a correct musical ear. Some knowledge of the piano will be found helpful and will reduce the time to be devoted to piano as a secondary subject. In general, applicants for admission with the major in voice will be expected to sing several songs, for at least one of which they should play their own accompaniment.

4. *For admission with a major in violin* a student should have a good musical ear, and should show some practical knowledge of the instrument. A good general musical background is invaluable, and some knowledge of the piano will lessen the time to be devoted to that instrument as a secondary subject.

5. *For admission with a major in violoncello*, a student should have a good general musical foundation, and show sufficient talent for the instrument.

6. *For admission with a major in public school music* a student should give evidence of having taken enough work in piano or voice, or both, to be able to complete in four years the requirements for the degree with the major in public school music.

7. *For admission with a major in composition* a student should possess a sensitive musical ear and should present enough original work to satisfy the instructor that she can pursue the course with profit.

Conditioned Students

Freshmen must offer fifteen units and are not allowed any conditions in literary subjects. Freshmen must remove all conditions in practical music by the end of the first semester.

Sophomores may have conditions not exceeding three hours, but only a slight condition in practical music will be allowed. Sophomores must remove all conditions in practical music by the end of the first semester.

Juniors and seniors may be conditioned to the extent of three hours in their theoretical and literary work, but no student will be rated as a junior or senior if conditioned in her major subject.

Irregular Students

Those who cannot meet the entrance requirements in practical music, but who offer fifteen entrance units, including three in English and two in French or German, may be classed as irregular students in music.

Requirements for Graduation

To be entitled to a degree of Bachelor of Science in piano, organ, violin, violoncello, composition, voice, or public school music as major, the student, in addition to the fifteen units offered for entrance, must have satisfactorily completed the course as outlined on pages 96-101 of the catalogue, and with a major in piano, organ, violin, violoncello, or voice must have given from memory a public recital of standard works in a creditable and artistic manner. Graduates in violin, violoncello, composition, voice, and public school music must have completed sufficient work in piano to satisfy the requirements for secondary piano. Graduates in composition must have had a program of their works performed at the college in lieu of a graduation recital.

In piano, organ, violin, or violoncello the requirements are forty-eight semester hours of literary work, thirty-six semester hours of theoretical work, and thirty-eight semester hours of practical music. In composition the requirements are the same, except that a student may substitute not more than eight semester hours of additional theoretical work for the same amount of work in practical music, at the discretion of her major professor.

In voice the requirements are forty-eight semester hours of literary work, twenty-six semester hours of theoretical work, thirty-eight semester hours of practical music, and ten semester hours of either literary or theoretical courses as outlined on pages 98-99.

In public school music the requirements are forty-eight semester hours of literary work, sixty-six hours of theoretical and practical music, and eight semester hours chosen from either group as outlined on pages 100-101.

A student counting theoretical music as a major toward the B.S. degree must complete Solfeggio 36.0-37.0, Counterpoint 30.0-31.0, Music History 20.1-21.1, and enough other theoretical work to total not less than 40 hours. A student counting practical music as a major toward the B.S. degree will be expected to accompany this work by such theoretical courses as the head of the department may deem advisable.

Each student is required to take approximately forty-five hours of work a week, and no student may take more than forty-eight hours of work a week except by action of the committee on prescribed and extra work.

During the regular examination week at the end of each semester all students majoring in the department take an examination before the college music teachers, and are graded accordingly.

Equipment

Five grand pianos, forty upright pianos, a large three-manual organ, a two-manual organ, a two-manual and pedal reed organ, a pedal piano, and numerous orchestral instruments furnish thorough equipment for efficient teaching.

Students' Recitals

Students' recitals are held once a week, at which all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, violin, or violoncello will appear in recital at least once each semester, except that freshmen may be excused the first semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors. Students may give individual recitals at the discretion of their major professors, after receiving the sanction of the head of the department.

Concerts

One of the most important parts of a musical education, as well as one of the best sources of inspiration for hard work, is the hearing of concerts by eminent artists. The college appropriates a substantial fund to bring musicians as well as lecturers to the campus, and many opportunities are thereby afforded for hearing the best music well performed. In addition, the Raleigh Civic Music Association and other organizations frequently bring artists to Raleigh for recitals, which music students can usually arrange to attend. Also, there are in Raleigh many excellent musical organizations that in their programs give opportunity to hear the finest choral and instrumental works. Members of the faculty of the Department of Music, too, are very active as recitalists, and the faculty concerts* given throughout the college year include works from all

* Programs of these concerts may be obtained upon application to the head of the Department of Music.

schools of composition, and for organ, piano, violin, violoncello, voice, and combinations of these instruments, and are a very important part of the life of the college.

Supplies

The college maintains a supply store at which students may purchase the music and supplies needed in their studies, thus avoiding any delay in getting them. The college does not grant students credit, but those who wish the convenience of a charge account may deposit any desired sum of money with the store with the understanding that the amount not used in the purchase of supplies will be returned at the end of the year.

Outline of Course Leading to Degree of Bachelor of Science, with a Major in Piano, Organ, Violin, Violoncello, or Composition

FRESHMAN YEAR

Subjects	Semester Hours
*English 10-11	6
*†French or German 10-11.....	6
*History 10-11	6
*Elementary Harmony 10.0-11.0.....	4
Solfeggio 16.0-17.0	2
Practice	8
	—
Total hours.....	32

SOPHOMORE YEAR

*English 20-21	6
*†Religion 20-21 or 22-23.....	6
*Advanced Harmony 20.0-21.0.....	4
Solfeggio 26.0-27.0	2
Music History 20.1-21.1	4
Practice	8
	—
Total hours.....	30

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued in college two years unless French 10-11 or German 10-11 is completed during the freshman year.

JUNIOR YEAR

Subjects	Semester Hours
*¶Literary elective	6
Counterpoint 30.0-31.0	4
Solfeggio 36.0-37.6	2
**Pedagogy 34.6-35.6 or 36.6-37.6.....	4
†Musical electives	4
§Practice	10
	—
Total hours.....	30

SENIOR YEAR

*¶Literary electives	12
§Musical electives	6
†Practice	12
	—
Total hours.....	30

*Each hour of recitation is supposed to require two hours of preparation.

**Students majoring in composition may substitute other theoretical courses for Pedagogy.

†Courses which may be elected in the junior year are Teaching Methods, 20.6-21.6, 30.6-31.6, 32.6-33.6. Ensemble, 30.3-31.3, or 34.3-35.3. Music History, 40.1 or 41.1 (by special consent of the instructor). Chamber Music 40.3-41.3 (by special consent of the instructor).

‡Students majoring in composition must take Composition 40.0-41.0, and may substitute eight hours, or any desired number less, of Composition seminar work for practical music.

§Courses which may be elected in the senior year are Composition, 40.0-41.0; Advanced Solfeggio, 46.0-47.0; Music History, 40.1; Interpretation, 41.1; The Symphony, 43.1; Chamber Music, 40.3-41.3.

¶Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect education. Music students electing a subject from the music department as a second major may substitute four semester hours of music history for A.B. electives.

Outline of Course Leading to Degree of Bachelor of Science, with a Major in Voice

FRESHMAN YEAR

Subjects	Semester Hours
*English 10-11	6
*†Language 10-11	6
*History 10-11	6
*Elementary Harmony 10.0-11.0	4
Solfeggio 16.0-17.0	2
Practice voice and piano.....	8
	—
Total hours.....	32

SOPHOMORE YEAR

*English 20-21	6
‡*Religion 20-21 or 22-23.....	6
*Advanced Harmony 20.0-21.0.....	4
Solfeggio 26.0-27.0.....	2
¶Music History 20.1-21.1.....	4
Practice voice and piano.....	8
	—
Total hours.....	30

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued two years in college, unless French 10-11 or German 10-11 is completed during the freshman year.

‡Students able to take 16 hours a semester may leave music history until their junior year and take a language their sophomore year. A few students may be allowed to postpone taking religion until their junior year in order to take a language their sophomore year.

JUNIOR YEAR

Subjects	Semester Hours
*‡Literary elective	6
*Counterpoint 30.0-31.0	4
Solfeggio 36.0-37.0	2
*§Theoretical or literary electives	8
Practice voice and piano (if the piano require- ments are not yet completed).....	10
	—
Total hours.....	30

SENIOR YEAR

‡*Literary electives	12
§*Theoretical or literary electives.....	6
Practice voice (and piano if so advised by the major professor)	12
	—
Total hours.....	30

*Each hour of recitation is supposed to require two hours of preparation.

‡Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect education. Music students electing a subject from the music department as a second major may substitute four semester hours of music history for A.B. electives.

§Four hours of theoretical electives must be taken either during the junior or senior year in order to complete the degree requirements of 26 theoretical hours. For theoretical electives available see the outline of the course with a major in piano, organ, violin, violoncello, or composition.

Outline of Course Leading to Degree of Bachelor of Science, with the Major in Public School Music

FRESHMAN YEAR

Subjects	Semester Hours
*English 10-11	6
*†Language 10-11	6
*History 10-11	6
*Elementary Harmony 10.0-11.0	4
Solfeggio 16.0-17.0	2
‡Practice piano	8
	—
Total hours.....	32

SOPHOMORE YEAR

*English 20-21	6
*Religion 20-21 or 22-23	6
*Advanced Harmony 20.0-21.0.....	4
Solfeggio 26.0-27.0	2
§Wind Instruments 26.5-27.5.....	2
‡Practice piano and voice.....	10
	—
Total hours.....	30

*Each hour of recitation is supposed to require two hours of preparation.

†French or German must be continued in college two years, unless French 10-11 or German 10-11 is completed during the freshman year.

‡Students in public school music are required to complete secondary piano and at least six hours of voice. Those completing their voice and piano requirements before the junior or senior year may elect any other courses in practical music upon the advice of their major professor.

§ Violin class 36.5-37.5 may be taken in the sophomore year and Wind Instruments 26.5-27.5 during the senior year.

JUNIOR YEAR

Subjects	Semester Hours
*Literary elective	6
*Psychology 20, Psychology 31.....	6
*Counterpoint 30.0-31.0	4
Solfeggio 36.0-37.0	2
Music History 20.1-21.1.....	4
Grade School Methods 38.6-39.6.....	4
‡Practice	6
	—
Total hours.....	32

SENIOR YEAR

*Education 32, elective	6
*Pedagogy 34.6-35.6 or 36.6-37.6.....	4
High School Methods 42.6.....	2
Violin Class 36.5-37.5.....	2
Conducting 40.6 Orchestration 41.6.....	4
Directed Teaching	4
Musical electives	6
	—
Total hours.....	28

*Each hour of recitation is supposed to require two hours of preparation.

‡Students in public school music are required to complete secondary piano and at least six hours of voice. Those completing their voice and piano requirements before the junior or senior year may elect any other courses in practical music upon the advice of their major professor.

Courses in Music

A. Theoretical Courses

10.0-11.0. Theory, Elementary Harmony.

Required of freshmen majoring in music. Credit: two hours each semester. (a), Wednesday, Friday, 8:30. (b), Wednesday, Friday, 12:00.

A course beginning with scales, intervals, and chord formation. Harmonizing melodies and figured basses on paper and at the keyboard through the dominant seventh chord and inversions. Original work encouraged, and the student taught to think contrapuntally.

Text: Heacox-Lehmann, *Lessons in Harmony*.

MISS WAGAR and MR. ALDEN

16.0-17.0. Solfeggio and Musicianship.

Required of freshmen majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 8:30.

A study of all phases of music through sight-singing and dictation, beginning with very easy exercises and proceeding gradually to those involving complex rhythms and careful interpretation. A laboratory course meeting three times a week for one hour and requiring no preparation.

Book fee: \$1.00.

MISS OTTERSEN

10.6. Voice Class.

Credit: one semester hour. Monday, Wednesday, Friday, 2:45.

A course in the fundamentals of voice production, designed to give students intending to teach in the public schools a foundation for the study of sight-singing and public school music.

Book fee: \$1.00.

MISS OTTERSEN

11.6. Public School Music for Grade School Teachers.

Prerequisite: 10.6. Credit: two semester hours. Monday, Friday, 2:45.

A study of the methods of presenting music to children in the grades. Designed to meet the needs of the regular grade school teacher.

Book fee: \$1.00.

MISS OTTERSEN

20.0-21.0. Advanced Harmony and Form.

Prerequisite: Harmony 10.0-11.0. Required of sophomores majoring in music. Credit: two hours each semester. Tuesday, Thursday, 11:00.

A continuation of Harmony 10.0-11.0. Secondary seventh chords, altered chords, modulation, dominant ninth chords, non-harmonic tones. Original work and keyboard harmony as in 10.0-11.0. A study of form in music by the analysis of many compositions.

MISS WAGAR

26.0-27.0. Solfeggio and Musicianship.

Prerequisite: Solfeggio 16.0-17.0. Required of sophomores in music. Credit: one hour each semester. Monday, Wednesday, Friday, 11:00.

A continuation of Solfeggio 16.0-17.0, using the same methods and text. More advanced work, including a study of the 1st, 3d, and 4th lined C clefs as well as the G and F clefs studied in Solfeggio 16.0-17.0.

MISS OTTERSEN and MISS WAGAR

Book fee: \$1.00.

20.1-21.1. The History of Music.

Prerequisites: English 10-11 and History 10-11. Required of students majoring in music. Credit: two hours each semester. Tuesday, Thursday, Saturday, 8:30.

First Semester: A detailed study of the history of music from primitive times to the end of the seventeenth century.

Second Semester: Continued study from the beginning of the eighteenth century to the present, with a critical analysis of instrumental and vocal masterpieces of all periods.

TEXT: *Finney, History of Music.*

MR. ALDEN

23.2. Appreciation of Music.

Credit: Two hours. Monday, Wednesday, Friday, 8:30.

A course adapted to the needs of the general college student who wishes to obtain a better understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to music majors. Open to sophomores, juniors, and seniors.

MR. SPELMAN

26.5-27.5. Wind Instrument Class.

Required of sophomores in public school music. Credit: one hour each semester. Hours to be arranged.

A practical study of the technique of at least two wind instruments. One class lesson and three hours practice per week.

Fee: \$7.50 per semester.

MISS WAGAR

30.0-31.0. Counterpoint.

Prerequisite: Harmony 20.0-21.0. Required of juniors majoring in music. Credit: two hours each semester. Monday, Wednesday, 9:30.

A continuation of the work of Harmony 20.0-21.0. Strict counterpoint in all five species in two, three, and four parts. Composition in the simpler classic forms. Canon. Composition of motets and anthems in four parts and of a three-part fugue. Free composition as in all other courses, with emphasis on the extensions of the rules of strict counterpoint which lead to smooth part writing in a free style.

TEXTS: Kitson, *The Art of Counterpoint*, and Pearce, *Students' Counterpoint*.

MR. SPELMAN

36.0-37.0. Solfeggio and Musicianship.

Prerequisite: Solfeggio 26.0-27.0. Required of juniors majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 9:30.

A continuation of the work of Solfeggio 26.0-27.0, involving a study of all the clefs and difficult exercises in one, two, and three parts. Special attention given to harmonic dictation in four parts.

Book fee: \$1.00.

MISS WAGAR

36.5-37.5. Violin Class.

Required of seniors in public school music. Credit: one hour each semester. Hours to be arranged.

A practical study of the violin for public school music majors. One class lesson and three hours practice per week.

Fee: \$7.50 per semester.

MR. ALDEN

34.6-35.6. The Teaching of Piano.

Required of majors in piano. Credit: two hours each semester.
Tuesday, Thursday, 8:30.

Methods of teaching children notation, piano technique, elements of theory, rhythm, and ear training, with a systematic study of material suitable for beginners of all ages, as well as more advanced students. Observation and directed teaching under the supervision of the instructors.

MISS CRAWFORD and MISS BRANCH

36.6-37.6. The Teaching of Stringed Instruments.

Required of majors in violin and violoncello. Credit: two hours each semester. Wednesday, Friday, 8:30.

A short résumé of the history of stringed instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement; the correcting of defects in pupils who have been previously badly taught; and other problems that face the teacher. Observation and directed teaching under the supervision of the instructor.

MR. ALDEN

30.3-31.3. Piano Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard symphonies and overtures through four- and eight-hand arrangements for piano, with special attention to sight-reading, rhythm, quick adjustment to the artistic needs of the moment, and poise on the part of the players. A laboratory course meeting for three hours a week and requiring no preparation.

MISS McMILLAN

34.3-35.3. Stringed Instrument Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard overtures and symphonies in arrangements for strings, and strings and piano. Special attention given to sight-reading and rhythm as in Ensemble 30.3-31.3. A laboratory course meeting for three hours a week and requiring no preparation. Fee: \$7.50 per semester.

MR. ALDEN

38.6. Materials and Methods of Teaching Music in the Kindergarten and Lower Grades.

Prerequisite: Solfeggio 16.0-17.0. Required of juniors in public school music. Credit: two hours. Tuesday, Thursday, 1:45.

A study of the various texts in use in the kindergarten and first three grades, the use of songs and dances, rhythmic studies for children. Planning the work in the classroom and for the year, methods of interesting children in music. Selection and presentation of rote songs, the child voice in singing, the unmusical child, introduction of staff notation and the beginning of music reading; directed listening.

MISS OTTERSEN

Book fee, \$1.00.

39.6. Materials and Methods of Teaching Music in the Higher Grades.

Required of juniors in public school music. Credit: two hours. Tuesday, Thursday, 1:45.

A detailed study of the texts in use in the fourth, fifth, and sixth grades; further development of music reading, introducing the tonal and rhythmic problems common to these grades.

Book fee, \$1.00.

MISS OTTERSEN

40.0-41.0. Composition

Prerequisite: Counterpoint 30.0-31.0. Credit: two hours each semester. Hours to be arranged.

Composition in various forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student. Two recitations and one conference a week.

MR. SPELMAN

40.1. Interpretation.

Credit: two hours. Monday, Wednesday, 8:30.

Designed to enable students to understand and interpret the work of all periods and styles through a knowledge of the esthetic principles involved in their development. An attempt to understand the real thoughts and emotions of musical compositions through a detailed study not only of the life and character of the composer, but also of the forms of expression peculiar to him and his time.

Special attention to the study of musical ornamentation, appoggiatura, acciaccatura, turns, mordents, and trills. An analysis of compositions studied by different members of the class, enabling the whole class to gain a wider knowledge of musical literature than each alone is able to acquire.

MISS CRAWFORD

48.1-49.1. History Seminar.

Credit, not to exceed two hours a semester. Hours to be arranged.

Reading and library research under the personal supervision of the head of the department or another instructor especially interested in the problem to be pursued by the student.

MR. SPELMAN and STAFF

44.1. The Development of the Symphony.

Credit: two hours. Wednesday, Friday, 1:45.

The history of the symphony with a detailed study of several works and sufficient hearing of about a dozen outstanding works so that the student becomes very familiar with them. The styles of different composers and the development of orchestration emphasized.

MR. ALDEN

40.3-41.3. Chamber Music.

Credit: one hour each semester. Hours to be arranged.

A practical study of the classical and modern works of chamber music from the easy sonatas of Haydn and Mozart through trios, quartets, and quintets by Beethoven, Mendelssohn, Schubert, Schumann, Brahms, Franck, and others. A laboratory course meeting for three hours a week.

MISS WAGAR

*[40.6. Conducting.

Credit: two hours. Tuesday, Thursday, 1:45.

Essentials in conducting, baton technique. A study of hymns, standard anthems, and church music in general. Practical experience in conducting in the college choir.]

MR. SPELMAN

41.6. Orchestration.

Required of students majoring in public school music. Credit: three hours. Tuesday, Thursday, 1:45.

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra.

MR. ALDEN

* Not given in 1938-1939.

42.6. The Teaching of Music in the Junior and Senior High School.

Required of Seniors majoring in public school music. Credit: two hours. Wednesday, Friday, 12:00.

A study of the texts in use in the seventh, eighth, and ninth grades. The adolescent voice and its care; testing and classification of voices.

The organization and conduct of a high school department of music. Songs and texts suitable for high school use.

Book fee, \$1.00.

MISS OTTERSEN

48.6-49.6. Observation and Directed Teaching.

Observation and directed teaching arranged in the public schools of Raleigh. A practical application of all that has been learned in the methods courses previously taken. MISS OTTERSEN AND STAFF

1. Choir.

Credit: two hours for three years work.

A requirement for all students majoring in music. An opportunity for studying the best music and of frequent appearance in public. Attendance of members of the choir required at all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day, and a concert in the spring. At the discretion of the director, membership in the choir is open to students not majoring in music who possess good voices.

Fee: \$1.00.

2. Orchestra.

Once a week during the second semester.

An opportunity given the students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting.

3. Criticism Class.

A class meeting once a week in which students criticize one another's work. Attendance required of any student of practical music at the discretion of the teacher.

Any teacher may require his or her students in practical music to attend a criticism class once a week, where the students perform for one another and criticize one another's work.

B. Practical Courses

All courses in practical music require three hours practice per week for each semester hour credit, and for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted to take more than eight semester hours of practical music in any one semester. The work in practical music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

Piano

MISS CRAWFORD, MISS McMILLAN, MISS BRANCH

10.5-11.5. Freshman Piano.

Studies of the difficulty of Czerny Op. 299, Loeschorn Op. 66; Bach *Two-Part Inventions*; sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg, and other pieces of similar difficulty.

20.5-21.5. Sophomore Piano.

Etudes of the difficulty of Cramer *Selected Studies*, Heller Op. 45, Low *Octave Studies*; Bach *Three-Part Inventions*; sonatas of the difficulty of Beethoven Op. 14, Nos. 1 and 2; pieces by MacDowell, Chaminade, and other composers.

30.5-31.5. Junior Piano.

Etudes of the difficulty of Clementi *Gradus ad Parnassum*, Heller Op. 16, Kullak Op. 48, No. 2; Bach *French Suites*, *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26, Op. 27, No. 1; concertos by Godard, Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

40.5-41.5. Senior Piano.

Etudes of the difficulty of Chopin Op. 10 and Op. 25, and Rubinstein *Etudes*; Bach *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 28, Op. 53, Op. 57; concertos by Beethoven, Rubinstein, Weber, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubinstein, and others, including modern composers.

Secondary Piano.

At least two years of piano as a secondary subject, a creditable appearance in a student recital, and the ability to play single accompaniments at sight required of students majoring in Organ, Violin, Violoncello, Voice, Composition, or Public School Music. No student allowed to discontinue Secondary Piano until she has satisfied the director and the head of the Piano Department that she has fulfilled the requirements.

Organ

MR. SPELMAN

12.5-13.5. Freshman Organ.

Manual and pedal technique; Bach *Eight Short Preludes and Fugues*; short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano.

22.5-23.5. Sophomore Organ.

Bach *Preludes and Fugues* of the first master period, *Choral Preludes*; sonatas by Guilmant, Mendelssohn; simpler works of the modern schools, hymn playing and accompanying.

32.5-33.5. Junior Organ.

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas* and *Concertos*; sonatas by Guilmant, Mendelssohn, Borowski, Lemmens, Rheinberger, and others; pieces by classic and modern composers; service playing.

42.5-43.5. Senior Organ.

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American schools.

Violin

MR. ALDEN

14.5-15.5. Freshman Violin.

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Bériot and Accolay; sonatinas by Schubert.

24.5-25.5. Sophomore Violin.

Scales and arpeggios in three octaves; Mazas *Etudes Specialis*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

34.5-35.5. Junior Violin.

Technical work continued; Etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

44.5-45.5. Senior Violin.

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

4.5-5.5. Elementary Violin.

A course in elementary violin for those who wish to obtain a working knowledge of a stringed instrument as a secondary subject. Six hours practice per week for each semester hour credit. Maximum credit four semester hours. Not to be counted as required work in practical music, but only as an elective.

Violoncello

MISS WAGLE

16.5-17.5, 26.5-27.5, 36.5-37.5, 46.5-47.5.

In accordance with the modern development of the 'cello as a solo instrument, the student is required to complete a course of technical preparation equal to that required by the highest standards of violin technic. For graduation, the study of etudes by Grütz-macher, Duport, and Franchomme will be required and music of the difficulty of the Golterman, Saint-Saëns, and earlier Beethoven sonatas.

Voice

MISS ROWLAND, MISS OTTERSEN

18.5-19.5. Freshman Voice.

Position and poise of the body, breath control; studies by Selber and Vaccai supplemented by technical exercises for freedom and the development of tone production, the simpler songs from classical and modern composers.

28.5-29.5. Sophomore Voice.

Technical work of the freshman year continued; staccato and legato exercises; English and Italian diction; studies by Vaccai and Concone; moderately difficult songs by Schubert, Franz, Massenet, and representative American composers; easier solos from the oratorios.

38.5-39.5. Junior Voice.

More advanced technique; vocalizations by Concone; Lütgen, and others; French and German diction; songs by composers of classical and representative American composers; easier solos from the oratorios.

48.5-49.5. Senior Voice.

Technical work continued; classic and modern oratorio and opera; Italian, French, German, and English songs.

Commencement, 1936

E. McNEILL POTEAT, Jr., D.D.

Baccalaureate Sermon, Missionary Sermon

BERNARD C. CLAUSEN, D.D.

Literary Address

Degrees and Diplomas Awarded to the Class of 1936

Adams, Christine Virginia, A.B.....	McColl, S. C.
Allen, Nancy Chambers, A.B.	Wadesboro
Allgood, Janie Mildred, B.S.....	Roxboro
Andrews, Alice Elizabeth, A.B.....	Raleigh
Andrews, Dorothy Wilson, A.B.....	Marion, Md.
Andrews, Eleanor Souther, A.B.....	Clayton
Averette, Mildred Lucille, A.B.....	Wake Forest
Banks, Annie May, A.B.....	Raleigh
Binder, Nina Kincaid, A.B.....	Mt. Airy
Bland, Sonora Moore, A.B.....	Goldsboro
Bradsher, Ann Torian, A.B.....	Roxboro
Brewer, Mary Ann, A.B.....	Pittsboro
Buffaloe, Blanche, A.B.....	Garner
Bunn, Nancy Elizabeth, A.B.....	Raleigh
Byrd, Ina Mae, B.S.....	Erwin
Calloway, Frances, B.S.....	Concord
Castlebury, Henrietta Victor, A.B.....	Raleigh
Chandler, Mary Candys, A.B.....	Durham
Cheek, Maude Novelle, A.B.....	Durham
Colvard, Clara Elizabeth, A.B.....	Reddie's River
Covington, Sallie Pauline, A.B.....	Hoffman
Crutchfield, Dorothy Dowd, A.B.....	Albemarle
Dark, Mary Bynum, A.B.....	Louisburg
Davidson, Elizabeth, A.B.....	Raleigh
Davis, Beverly Fales, A.B.....	Wilmington
Dent, Dorothy Goodwin, A.B.....	Allentown, Pa.
Dockery, Dorothy, A.B.....	Mt. Gilead
Eakes, Mabel Virginia, A.B.....	Oxford
Early, Miriam Pearl, A.B.....	Winston-Salem
Eaton, Mildred Monzo, A.B.....	Charlotte
Finlator, Dorothy Greene, A.B.....	Raleigh
Fuller, Ida Powell, A.B.....	Louisburg

Futrelle, Bertha Mae, A.B.....	Henderson
Gaskins, Melba Clyde, A.B.....	Spring Hope
Gregory, Marjorie Alida, A.B.....	Angier
Hamilton, Rena Pearl, A.B.....	Morehead City
Helsabeck, Annie Louise, A.B.....	King
Hines, Margaret, A.B.	Manteo
Jacobs, Elizabeth, A.B.....	Scottsboro, Ala.
Jones, Frances Josephine, A.B.....	Apex
Jones, Mary Elizabeth, A.B.....	Cary
Knowles, Margaret Bright, A.B.....	Mt. Olive
Lambert, Virginia Leah, B.S.....	Asheboro
Lanier, Esther Mae, B.S.....	Wallace
Lawson, Mary Elizabeth, A.B.....	South Boston, Va.
Levine, Edith, A.B.	Estill, S. C.
Liles, Katherine, A.B.....	Goldsboro
Lovelace, Elizabeth Ruth, A.B.....	Spartanburg, S. C.
McNeill, Minnie Ruth, A.B.....	Elkin
Marshbanks, Mae, A.B.....	Buie's Creek
Melton, Helen, A.B.....	Hendersonville
Morgan, Ruth Ricks, A.B.....	Spring Hope
Morris, Ira Frances, B.S.....	Durham
Moseley, Catherine Mason, A.B.....	Warrenton
Ogletree, Virginia Compton, A.B.....	Roanoke Rapids
Park, Elizabeth Richardson, A.B.....	Raleigh
Parker, Helen Frances, A.B.....	Woodland
Parker, Lucille, A.B.....	Marion
Patterson, Mildred Dell, A.B.....	Elm City
Pegram, Edna Lee, A.B.....	Raleigh
Penny, Violet Genevieve, A.B.....	Chalybeate
Perry, Jessie Mae, A.B.....	Wingate
Perry, Lucy Mae, A.B.....	Millbrook
Perry, Mary Pauline, A.B.....	Winston-Salem
Reid, Alma Hawkins, B.S.....	Winston-Salem
Riley, Martha Ann, A.B.....	Manhasset, Long Island, N. Y.
Rivers, Virginia Helen, A.B.....	New Bern
Rodwell, Elizabeth Watson, A.B.....	Warrenton
Rollins, Virginia, A.B.....	Alexandria, Va.
Rose, Norma Virginia, A.B.....	Wadesboro
Ross, Isabel Lambert, A.B.....	Nashville
Rubenstein, Alice Miriam, A.B.....	Raleigh
Ruffin, Helen Louise, A.B.....	Raleigh
Sams, Ella Katherine, A.B.....	Marshall

Sears, Mary Roselle, A.B.....	Morrisville
Shields, Fay Memory, A.B.....	Scotland Neck
Sloan, Susan Emma, A.B.....	Morganton
Smart, Allie Mardecia, A.B.....	Union Mills
Stallings, Margie Ruth, A.B.....	Durham
Taylor, Annie Mae, A.B.....	Oxford
Tolar, Helen Grey, A.B.....	Rennert
Tuthill, Irene Elise, A.B.....	Jamaica, N. Y.
Tyson, Dorothy, A.B.....	Georgetown, S. C.
Ward, Ruth Alice, A.B.....	Elizabeth City
Warren, Ida Leane, A.B.....	Spring Hope
Whitley, Flossie Mavis, A.B.....	Selma
Williams, Hilda Atalanta, A.B.....	Lexington
Williams, Martha, A.B.....	Indian Trail
Williams, Martha Rachel, A.B.....	Wingate

Register of Students

Seniors

Abernethy, Ruth, A.B.....	Raleigh
Allgood, Lisette, B.S.....	Roxboro
Andrews, Margaret, A.B.....	Raleigh
Aydlette, Eleanor, A.B.....	Elizabeth City
Barrett, Ruby McKay, A.B.....	Laurinburg
Batson, Mary Alice, A.B.....	Burgaw
Baucom, Anna Elizabeth, A.B.....	Apex
Bethea, Flora Kate, A.B.....	Latta, S. C.
Blanchard, Margaret, A.B.....	Rose Hill
Bodiford, Margaret, A.B.....	Maxton
Bowers, Carrie, A.B.....	Littleton
Brewer, Sue, A.B.....	Wake Forest
Browne, Dorothy Deane, A.B.....	Ahoskie
Bullard, Margaret, A.B.....	Raleigh
Calhoun, Effie Raye, A.B.....	Dover
Canady, Catherine, A.B.....	Kinston
Carroll, Mary Fort, A.B.....	Wilson
Cashwell, Grace Neal, A.B.....	Laurinburg
Cates, Esther Lucile, A.B.....	Mebane
Cates, Mary Edlee, A.B.....	Burlington
Choate, Nell, A.B.....	Salisbury
Clark, Mildred, B.S.....	Knoxville, Tenn.
Covington, Kate Conn, A.B.....	Cheraw, S. C.
Coward, Isla Mae, A.B.....	Oxford
Crabtree, Beth, A.B.....	Raleigh
Crowder, Mildred, A.B.....	High Point
Daugherty, Ruth Eleanor, A.B.....	Danville, Ky.
Davis, Pauline, A.B.....	Winston-Salem
Dawkins, Edna Frances, A.B.....	Morganton
Early, Eleanor, A.B.....	Windsor
Edwards, Eleanor, A.B.....	Cary
Ellis, Celia B., A.B.....	Star
Glazener, Martha Mae, A.B.....	Chillicothe, Ohio
Goodman, Alice, A.B.....	Raleigh
Greene, Mary Winston, A.B.....	Raleigh
Griffin, Sarah, A.B.....	Pittsboro
Hackney, Nina, A.B.....	Raleigh
Harris, Frances, A.B.....	Elizabeth City

Heatherley, Helen, A.B.	Raleigh
Heatherley, Rose, A.B.	Raleigh
Hilliard, Helen M., A.B.	Scotland Neck
Hilliard, Laura Mae, A.B.	Cary
Hodges, Amelia, A.B.	Cades, S. C.
Holland, Louise, A.B.	Salemburg
Hollowell, Annabelle, A.B.	Elizabeth City
Huffman, Helen, A.B.	Drexel
Huffman, Pearl, A.B.	Morganton
James, Ruby Faire, A.B.	Oakboro
Johnson, Elizabeth, A.B.	Raleigh
Johnson, Natalie, A.B.	Morehead City
Jordan, Marjorie, A.B.	Cary
Josey, Martha, A.B.	Tarboro
Joyner, Martha, A.B.	Rocky Mount
Kester, Gwendolyn, A.B.	Wilmington
Kichline, Betty, A.B.	Raleigh
Knott, Ethel, A.B.	Oxford
Kramer, Margaret, A.B.	Elizabeth City
Lee, Rose, A.B.	Kinston
Leonard, Rachel, A.B.	Harbin, Manchuria
Lewis, Margaret, A.B.	Raleigh
Lowdermilk, Dorothy, B.S.	Valdese
McKaughan, Margery, A.B.	Wake Forest
McKnight, Elizabeth, A.B.	Raleigh
McMillan, Mary Fay, A.B.	Soochow, China
MacMillan, Mary Johnson, A.B.	Thomasville
Malloy, Katherine, A.B.	Yanceyville
Manly, Corine, A.B.	Goldsboro
Martin, Katharine, A.B.	Raleigh
Meigs, Dorothy, B.S.	Pageland, S. C.
Messenger, Martha, A.B.	Port Washington, Long Island, N. Y.
Mitchell, Sallie, A.B.	Kittrell
Money, Elizabeth, A.B.	Madison
Moody, Elizabeth, A.B.	Raleigh
Nowell, Ruth, B.S.	Cary
Nye, Mataline, A.B.	Lumberton
Odum, Christine, A.B.	Coats
Pearson, Ruby, A.B.	Apex
Perry, Ella Ruth, A.B.	Colerain
Phelps, Virginia, A.B.	Raleigh
Pierce, Mrs. Dorothy Shipman, A.B.	Raleigh
Pittman, Florence, A.B.	Scotland Neck

Pittman, Frances V., A.B.	Kinston
Pittman, Martha Kyle, A.B.	Fairmont
Porter, Grace, A.B.	Rockingham
Prevost, Dorothy, A.B.	Raleigh
Privott, Ruth E., A.B.	Edenton
Reynolds, Virginia, A.B.	Raleigh
Rivers, Ada Lee, A.B.	Chesterfield, S. C.
Rudisill, Susan, A.B.	Greenwood, S. C.
Sale, Margaret, A.B.	Elkin
Saunders, Ruth, A.B.	Reidsville
Sawyer, Mary Florence, A.B.	Belcross
Sawyer, Zita, A.B.	Belcross
Sears, Ruth Elizabeth, A.B.	Apex
Shearon, Lucille, A.B.	Bunn
Shuford, Katherine, A.B.	Lexington
Smith, Ruth Barnes, A.B.	Goldsboro
Sutton, Helen, A.B.	Mt. Olive
Swain, Clarice, A.B.	Winnabow
Thompson, Vida, A.B.	Fairmont
Turner, Margaret, A.B.	Henderson
Wallace, Marian, A.B.	Raleigh
Walters, Mary Cathren, A.B.	Oxford
Washburn, Dorothy, A.B.	Shelby
Williams, Veritas, A.B.	Raleigh
Wilson, Addie Belle, A.B.	Dover

Juniors

Adams, Betsye, A.B.	Lilesville
Aldridge, Kathryn, A.B.	LaGrange
Andrews, Frances Scott, A.B.	Burlington
Avant, Lois, A.B.	Tryon
Aydlett, Carolyn, A.B.	Elizabeth City
Bass, Hazel, A.B.	Farmville
Bass, Waldine, A.B.	Lucama
Baucom, Edith Tyner, A.B.	Waynesville
Bell, Mary Elizabeth, A.B.	Washington
Bethune, Emily, B.S.	Bunn Level
Betts, Grace, A.B.	Raleigh
Bradsher, Annie Long, A.B.	Roxboro
Bradsher, Emily, A.B.	Roxboro
Britt, Evelyn, B.S.	St. Pauls
Brown, Lucy Lee, A.B.	Gibson

Brown, Nannie Margaret, A.B.	Warrenton
Eruton, Alice, A.B.	Mount Gilead
Buffaloe, Vivian, A.B.	Garner
Bullard, Elizabeth, A.B.	Raleigh
Burkett, Maebelle, A.B.	Kelford
Cale, Agnes, A.B.	Hendersonville
Clarke, Margaret Love, A.B.	Monroe, Ga.
Combs, Virginia, A.B.	Raleigh
Copeland, Louise, A.B.	Woodland
Covington, Katharine, B.S.	Thomasville
Daniel, Mamie Louise, B.S.	Pleasant Hill
Daughtery, Ruth Elizabeth, A.B.	Goldsboro
Davis, Mildred, A.B.	Pendleton
Dawson, Norma Lee, A.B.	Wilmington
Dix, Mabel, A.B.	Asheboro
Dixon, Irene, A.B.	Kings Mountain
Earp, Elsie Woodrow, A.B.	Selma
Edwards, Helen, A.B.	Fuquay Springs
Elliott, Elizabeth, A.B.	Edenton
Emory, Haliburton, A.B.	Raleigh
Foster, Dorothy, A.B.	Louisburg
Fowler, Flora, A.B.	Tabor City
Garrett, Mirvine, A.B.	Greensboro
Garriss, Frances, A.B.	Pikeville
Gravitte, Ella Sue, A.B.	Roxboro
Grayson, Margaret, A.B.	High Point
Gupton, Lillian, A.B.	Raleigh
Hall, Helen, A.B.	Moultrie, Ga.
Hall, Madeline, A.B.	Woodsdale
Hamrick, Kathleen, A.B.	Shelby
Harris, Adelaide, A.B.	Norwood
Haywood, Dorothy, A.B.	Candor
Henley, Elizabeth, A.B.	Raleigh
Herring, Irene, A.B.	Mt. Olive
Herring, Nonie, A.B.	Kinston
Horne, Dorothy, A.B.	Wilson
House, Jocelyn, B.S.	Zebulon
Houston, Charlotte, B.S.	Raleigh
Howard, Dorothy, A.B.	Weldon
Johnson, Kathleen, B.S.	Fairmont
Jones, Ethel Sorrell, A.B.	Cary
Lanier, Margaret, A.B.	Wallace

Lee, Willa Mae, A.B.....	Cary
Lightfoot, Jean, A.B.....	Raleigh
McLean, Ruth, A.B.....	Bartow, Fla.
Massey, Iris, A.B.....	Zebulon
Massey, Sadie, A.B.....	Smithfield
Matthis, Emma Doris, A.B.....	Turkey
Mettrey, Nellie, A.B.....	Raleigh
Miller, Elsie, A.B.....	Winston-Salem
Mills, Cora Lee, A.B.....	Apex
Mills, Evelyn, A.B.....	Charlotte
Mills, Mary Frances, A.B.....	Durham
Mills, Wilba, A.B.....	Apex
Modlin, Ruby Lee, A.B.....	Warrenton
Morton, Jean, A.B.....	Roxboro
Nading, Jane, A.B.....	Winston-Salem
Nanney, Elizabeth, A.B.....	Mt. Gilead
Neighbors, Ernestine, A.B.....	Dunn
Newby, Jennie Reid, A.B.....	Thomasville
O'Brian, Margaret, A.B.....	Asheboro
Olive, Frances, A.B.....	Apex
Parker, Carolyn, A.B.....	Florence, S. C.
Parker, Elizabeth, B.S.....	Marion
Parnell, Mary Leigh, B.S.....	Parkton
Peele, Kilton, A.B.....	Goldsboro
Penny, Virginia, A.B.....	Cary
Foe, Lillian, A.B.....	Oxford
Pope, Louise, A.B.....	Albemarle
Poteat, Anne, A.B.....	Shanghai, China
Fowell, Nancy, A.B.....	Winston-Salem
Reece, Kathleen, A.B.....	Elkin
Rodwell, Eleanor, A.B.....	Norlina
Rose, Evelyn, A.B.....	Smithfield
Rose, Harriet, A.B.....	Wadesboro
Russ, Eleanor, A.B.....	Benson
Salley, Lester, A.B.....	Fort Bragg
Sewell, June Fay, A.B.....	Seffner, Fla.
Seymour, Margaret, A.B.....	Apex
Shepherd, Margaret, A.B.....	Weldon
Shields, Eunice, A.B.....	Murphy
Spence, Ann Elizabeth, A.B.....	Elizabeth City
Stephens, Lakie, A.B.....	Boardman
Stewart, Mary Montgomery, A.B.....	Fayetteville

Stinson, Mattie, A.B.....	Goldston
Strickland, Margaret, A.B.....	Louisburg
Suiter, Kate Mills, A.B.....	Scotland Neck
Summerlin, Mary Bryce, B.S.....	Latta, S. C.
Tatum, Frances, A.B.....	Fayetteville
Taylor, Helen K., A.B.....	Everetts
Thomas, Margaret, B.S.....	Quincy, Fla.
Thompson, Emily, A.B.....	Raleigh
Todd, Frances, A.B.....	Roxboro
Vannoy, Annie, A.B.....	North Wilkesboro
Walker, Annie Hurdle, A.B.....	Burlington
Weatherspoon, Margaret, A.B.....	Raleigh
Wester, Charlotte, A.B.....	Henderson
Whitehurst, Helen, A.B.....	Mt. Olive
Williamson, Sarah Lou, A.B.....	Elizabethtown
Wilson, Marjorie, A.B.....	Winston-Salem
Wyche, Mary Clayton, A.B.....	Hallsboro
Yates, Ruth, A.B.....	Apex
Yelverton, Jane Hall, A.B.....	Raleigh
York, Mary Elizabeth, A.B.....	Cary
Yow, Mattie, A.B.....	Lemon Springs

Sophomores

Aikman, Janet, A.B.....	Maplewood, N. J.
Ammons, Beryl, A.B.....	Leaksville
Baldwin, Lona, A.B.....	Gray Court, S. C.
Ball, Nellie, A.B.....	Raleigh
Barbee, Nancy, B.S.....	Seaboard
Batchelor, Frances, A.B.....	Sharpsburg
Baucom, Relieu, A.B.....	Apex
Behrman, Barbara, A.B.....	Greensboro
Biggs, Louise, A.B.....	Lumberton
Bolus, Louise, A.B.....	Wake Forest
Brannan, Lucile, A.B.....	Smithfield
Brickhouse, Lillian, A.B.....	Creswell
Britt, Mildred, A.B.....	St. Pauls
Byrum, Dorothy, A.B.....	Raleigh
Case, Elizabeth, B.S.....	Fayetteville
Chandler, Marye Louise, A.B.....	Burlington
Clarke, Sada Louise, A.B.....	Severn
Collier, Mary Kate, A.B.....	Whiteville
Corbett, Dorothy, A.B.....	Wilmington

Coward, Annie Elizabeth, A.B.	Goldsboro
Crawford, Dorothy, A.B.	Goldsboro
Critcher, Alta, A.B.	Williamston
Critcher, Mildred Ann, A.B.	Lexington
Currin, Jessie, A.B.	Henderson
Darby, Fannie, A.B.	Asheville
Fish, Hattie Parker, B.S.	Fuquay Springs
Fishel, Margaret, A.B.	Vaughan
Forney, Minnie Anna, A.B.	Lawndale
Freeman, Edith Holmes, A.B.	Gates
Freeman, Frances Jean, A.B.	Aberdeen
Garvey, Helen, A.B.	Winston-Salem
Gavin, Mary, A.B.	Sanford
Gilbert, Nina Elizabeth, A.B.	Benson
Glasgow, Alice Mae, A.B.	Roanoke Rapids
Green, Bebe, A.B.	Millbrook
Green, Beryl, A.B.	Millbrook
Hamlett, Lettie, A.B.	Wusih, China
Hamrick, Olive, A.B.	Raleigh
Harris, Mildred Clark, A.B.	Norwood
Herring, Mary Morton, A.B.	Kinston
Holland, Margaret, A.B.	Nassawadox, Va.
Howell, Elizabeth, B.S.	Suffolk, Va.
Howell, Lillian Pope, A.B.	Enfield
Hutchins, Ruth, A.B.	Lexington
Isenhour, Margaret, A.B.	New London
Jackson, Elizabeth, A.B.	Raleigh
Johnson, Anna Lee, A.B.	Apex
Johnson, Blanche, A.B.	Canton
Johnson, Catherine, A.B.	Winston-Salem
Jones, Helen, A.B.	Selma
Jones, Lucile, A.B.	Concord
Kalmar, Katherine, A.B.	Goldsboro
Kitchin, Bruce, A.B.	Scotland Neck
LaRoque, Alice, A.B.	Kinston
Levine, Evelyn, A.B.	Estill, S. C.
Lindley, Mary Jane, A.B.	Winston-Salem
Lyon, Betty, A.B.	Ronda
McIntosh, Mary Elizabeth, A.B.	Raleigh
Martin, Edna, A.B.	Mount Olive
Martin, Mary, A.B.	Lexington
Midgett, Kathleen, A.B.	Elizabeth City

Mills, Anne, A.B.	Henderson
Murray, Anne, A.B.	Raleigh
Parker, Joy, A.B.	New Bern
Pearce, Marjorie, A.B.	Raleigh
Peebles, Charlotte Wayne, A.B.	Apex
Poe, Lucille, A.B.	Apex
Powell, Ione, A.B.	Smithfield
Price, Frances, A.B.	Pine Level
Purvis, Ruth, A.B.	Ruby, S. C.
Rasberry, Martha, A.B.	Farmville
Reddick, Julia Ward, A.B.	Fountain
Reich, Dorothy, A.B.	Winston-Salem
Riddle, Nancy, A.B.	Raleigh
Rogers, Lucy, A.B.	Wilmington
Rouse, Dorothy, A.B.	Kinston
Sears, Dorothy, A.B.	Apex
Senter, Rachel, A.B.	Raleigh
Shelley, Alice, A.B.	Tabor City
Smith, Thelma Lucille, A.B.	Raleigh
Sommerville, Anna, A.B.	Raleigh
Spears, Carolyn, A.B.	Fayetteville
Stroud, Paulyne, B.S.	Kinston
Tharrington, Marie, A.B.	Rocky Mount
Tippett, Annie Lee, A.B.	Raleigh
Tuttle, Geraldine, A.B.	Winston-Salem
Vann, Louise, A.B.	Clinton
Vaughan, Virginia, A.B.	Washington
Wall, Theresa, A.B.	Winston-Salem
Watkins, Mary Lea, A.B.	Cary
White, Georgia, A.B.	High Point
Wicker, Eva, B.S.	Lillington
Willey, Dorris, A.B.	Jacksonville
Williams, Evalan, A.B.	Raleigh
Willson, Dorothy, A.B.	Athens, Tenn.
Winfree, Maurine, A.B.	Summerfield
Woodruff, Martha, A.B.	Lexington

Freshmen

Andrews, Carolyn, A.B.	Burlington
Andrews, Mildred Laxton, A.B.	Enfield
Averette, Eloise, A.B.	Wake Forest
Badgett, Wilma, A.B.	Oxford

Bartlett, Minetta, A.B.	Kinston
Beebe, Betty, A.B.	Flushing, Long Island, N. Y.
Bell, Dorothy, A.B.	Currie
Bennett, Frances Lee, A.B.	Cary
Bennett, Olive Hendry, A.B.	Cary
Bennette, Louise, A.B.	Enfield
Binder, Nora, A.B.	Mount Airy
Bostick, Anna, A.B.	Raleigh
Brewer, Nancy, A.B.	Wake Forest
Brock, Evelyn, A.B.	Rocky Mount
Browning, Mary Lou, A.B.	Logan, W. Va.
Bryant, Sarah Moore, B.S.	Powellsville
Bulluck, Mary Bell, A.B.	Wilmington
Burns, Cora, A.B.	Goldsboro
Butler, Dorothy, A.B.	Cherryville
Campbell, Edith, A.B.	Franklin, Va.
Canaday, Helen, A.B.	Raleigh
Carter, Lucie Olive, A.B.	Jacksonville, Fla.
Cashwell, Kathaleen, A.B.	Laurinburg
Childs, Margaret Jane, A.B.	Lincolnton
Coble, Dorothy Jane, A.B.	Raleigh
Coggins, Edna Earle, A.B.	Inman, S. C.
Cole, Sara Margaret, B.S.	Canton
Collins, Bernice, A.B.	Weldon
Conner, Louise, A.B.	Chapel Hill
Cooper, Frankie, A.B.	Warsaw
Cooper, Margaret, A.B.	Wake Forest
Cotner, Eva, A.B.	Raleigh
Council, Mary Virginia, B.S.	Raleigh
Critcher, Carolyn, A.B.	Lexington
Culbertson, Frieda, A.B.	Asheville
Daniel, Marjorie Louise, A.B.	Neuse
Davis, Tulla Meredith, A.B.	Randleman
Dickenson, Kathryn, A.B.	Kinston
Dowell, Lucile, A.B.	Raleigh
Earp, Hilda, A.B.	Selma
East, Lucy Mary, A.B.	Raleigh
Eddins, Ella, A.B.	Jackson Heights, N. Y.
Everett, Elizabeth, A.B.	Greenville
Ferebee, Mary, A.B.	Camden
Ferguson, Mary Elizabeth, A.B.	Durham
Foster, Gertrude, A.B.	Louisburg

Foster, Juanita, A.B.	Sanford
Freeman, Marjorie, A.B.	Sanford
Frost, Regina, A.B.	High Point
Fussell, Elizabeth, A.B.	Wilmington
Futrell, Mary Frances, A.B.	Nashville
Gahring, Eleanora, A.B.	Union City, Pa.
Garrett, Elizabeth, A.B.	Henderson
Gibson, Iris Rose, A.B.	High Point
Ginn, Billie Holmes, A.B.	Augusta, Ky.
Glazener, Madge, A.B.	Chillicothe, Ohio
Glenn, Mary Virginia, A.B.	Madison
Green, Dorothy, A.B.	Danville, Va.
Green, Mattie, A.B.	Asheboro
Griggs, Margie, A.B.	Raleigh
Hamrick, Louise, A.B.	Lattimore
Harrell, Edith, A.B.	Burgaw
Harrell, Theo, A.B.	Colerain
Harris, Bettie Phillips, A.B.	Seaboard
Hasson, Sara, A.B.	Knoxville, Tenn.
Heffner, Mary Miller, A.B.	Raleigh
Helms, Dixie, A.B.	Randleman
Helsabeck, Rebecca, A.B.	King
Henderson, Carolyn, A.B.	Durham
Herring, Thomasine, A.B.	Kinston
Hightower, Elizabeth, A.B.	Wadesboro
Hoell, Carthiene, A.B.	Washington
Holder, Jessamine, B.S.	Garner
Holtz, Mary Josephine, B.S.	Jackson, Mich.
Holyfield, Evelyn, A.B.	Rockford
Honeycutt, Edythe, A.B.	Kannapolis
Horne, Louise, A.B.	Wilson
Howard, Carroll, A.B.	Fuquay Springs
Howard, Mary Peace, A.B.	Salemburg
Howell, Joyce, A.B.	Troy
Hurley, Naomi, A.B.	Cary
Isaacson, Elise, A.B.	Sanford
Isenhour, Rebecca, A.B.	New London
Jackson, Kathleen, A.B.	Elizabeth City
Johnson, Louise, A.B.	Mt. Airy
Keith, Janie, B.S.	Neuse
Lane, Evelyn, A.B.	Kinston
Lanier, Frances, A.B.	Wallace

Lassiter, Evelyn, A.B.	Raleigh
Leavitt, Miriam, A.B.	Wadesboro
LeGrand, Elizabeth, A.B.	Wadesboro
Liles, Gladys Mae, A.B.	Goldsboro
Long, Ann Welsh, A.B.	Mt. Pleasant
Lucas, Mary, B.S.	Belhaven
McBrayer, Martha, A.B.	Lattimore
McCullers, Virginia, A.B.	Apex
McFadyen, Marjorie, A.B.	Fayetteville
McKaughan, Cornelia, A.B.	Wake Forest
MacNeill, Doris, A. B.	Penns Grove, N. J.
Manning, Mary Alice, A.B.	Greenville
Marshburn, Evelyn, A.B.	Richlands
Montgomery, Marjorie, A.B.	Montgomery, W. Va.
Morgan, Maxine, A.B.	Pedricktown, N. J.
Myers, Amy Kathryn, A.B.	Elkin
Myers, Dolly, A.B.	Hamilton
Myers, Eleanor, A.B.	Burgaw
Newell, Lucy, A.B.	Zebulon
Norman, Una, A.B.	Elkin
Ogburn, Edna, A.B.	Angier
Olive, Sarah, A.B.	Fayetteville
Oliver, Mary Lee, A.B.	Paces, Va.
Osborne, Dorothy Jo, A.B.	Wallace
Outlaw, Eunice, A.B.	Zebulon
Park, Riley, A.B.	Salisbury
Parrish, Annie Mae, A.B.	Louisburg
Pate, Christine, A.B.	Gibson
Peele, Virginia, A.B.	Goldsboro
Phillips, Wanda Barron, A.B.	Raleigh
Pickford, Betty, A.B.	Jackson, Mich.
Pilley, Charlotte, A.B.	Pantego
Pittman, Kathryn Kyle, B.S.	Fairmont
Pope, Sarah, A.B.	Enfield
Porter, Anna Mae, A.B.	Sanford
Powell, Anna Elizabeth, A.B.	Wallace
Fruette, Betsy Shaw, A.B.	Wadesboro
Quinn, Eunice Brooks, A.B.	Burgaw
Reece, Hannah, A.B.	Elkin
Reinhardt, Cynthia, A.B.	Lincolnton
Riddle, Linda, A.B.	Raleigh
Robbins, Geraldine, A.B.	Winnabow

Robertson, LaRue, A.B.	Wake Forest
Ross, Frances, A.B.	Burlington
Royster, Kathleen, A.B.	Bullock
Ruffin, Zylphia, A.B.	Bishopville, S. C.
Sawyer, Maude, A.B.	Belcross
Sawyer, May Belle, A.B.	South Mills
Scholtz, Lessie, A.B.	Charlotte
Segraves, Mary Lanier, A.B.	Fuquay Springs
Shanks, Rebecca, A.B.	Oxford
Sluder, Virginia, A.B.	Reidsville
Smith, Josephine, A.B.	Southport
Smith, Margaret, A.B.	Selma
Snow, Aileen, A.B.	Maplewood, N. J.
Sommerville, Naomi, A.B.	Raleigh
Sommerville, Verda, A.B.	Raleigh
Spain, Eleanor, A.B.	Raleigh
Speer, Virginia, A.B.	Atlanta, Ga.
Spilman, Frances, A.B.	Greenville
Stephens, Catherine, A.B.	Apex
Stinson, Katharine, A.B.	Varina
Stroud, Hilda Grace, A.B.	Kinston
Sutton, Edna Mae, A.B.	Kinston
Taylor, Lee Ann, B.S.	Goldsboro
Trogon, Ellen, A.B.	Henderson
Trostel, Virginia, A.B.	Canton
Turner, Mary Johnston, A.B.	Raleigh
Turner, Mary Matthis, B.S.	Clinton
Van Hoy, Mary Frances, A.B.	Asheville
Vernon, Betty, A.B.	Brooklyn, N. Y.
Wall, Leonora, A.B.	Madison
Wall, Sadie Martin, A.B.	Madison
Walston, Elizabeth, B.S.	Fayetteville
Ward, Lois Mae, A.B.	Bolivia
Warlick, Mary Carl, A.B.	Durham
Washburn, Jane, B.S.	Shelby
Watson, Virginia, A.B.	Charleston, W. Va.
Whisnant, Sarah Elizabeth, A.B.	Woodland
Wiley, Beirne, B.S.	Crozet, Va.
Williams, Eunice Margaret, A.B.	Rose Hill
Williams, Jean, A.B.	Monroe
Williams, Madelyn, A.B.	Pantego
Williams, Mary Esther, A.B.	Durham
Williams, Nellie, A.B.	Goldsboro

Wilson, Maude Elizabeth, A.B.....	Littleton
Winston, Rosanna, A.B.....	Raleigh

Specials

Arrington, Archibald, Organ.....	Raleigh
Averette, Mildred, A.B.....	Wake Forest
Barnard, William M., Theoretical Music, Organ, Piano.....	Shawboro
Beasley, Mrs. John, Piano.....	Carthage
Boomhour, Elizabeth, Voice.....	Raleigh
Boone, Mrs., Violin.....	Durham
Branch, Virginia, Piano.....	Enfield
Brown, Mrs. Peyton, Voice.....	Raleigh
Bunn, Donald, Voice.....	Raleigh
Bunn, Dorothy, Voice.....	Raleigh
Caffery, Anne Mary, A.B.....	Raleigh
Campbell, Meredith, A.B.....	Raleigh
Charleton, Faison, Voice.....	Raleigh
Copeland, Mrs. Viola, Theoretical Music, Organ.....	Raleigh
Cosby, Raymond, Organ.....	Raleigh
Crowson, Mrs. Alice R., Voice.....	Raleigh
Crump, Doris Branch, Piano.....	Enfield
Day, Ethel, Piano.....	Raleigh
Dunn, Dorothy, Piano.....	Raleigh
Elkins, Annie, Piano.....	Whiteville
Everett, Mrs. Ruth H., Theoretical Music.....	Raleigh
Finch, Dorothy, Art.....	Raleigh
Freeman, Charles, 'Cello.....	Raleigh
French, Dixie, Piano.....	Raleigh
Gardner, Mary Elizabeth, A.B.....	Raleigh
Grimmer, Mae, A.B.....	Cape Charles, Va.
Hamrick, Martha, Piano, 'Cello.....	Raleigh
Hanna, Nell, Voice.....	Raleigh
List, Mrs. H. A., Voice.....	Raleigh
Marshbanks, Maye, B.S.	Buie's Creek
Martin, Hazel, Voice.....	Raleigh
Miller, Mrs. Catherine, Theoretical Music, Organ.....	Raleigh
Morris, Katharine, Art.....	Raleigh
Ogburn, Grace, 'Cello.....	Pageland, S. C.
Ottersen, Ragna, Piano.....	West Salem, Wis.
Overton, Annie Laurie, Piano.....	Sanford
Pender, Ruth, Organ.....	Raleigh

Reid, Mrs. A. C., Voice.....	Wake Forest
Richards, Mrs. J. G., Art.....	Florence, S. C.
Scott, Mrs. Elizabeth B., Piano.....	Raleigh
Shervette, Evelyn Ward, Voice.....	Enfield
Stroud, Bertha Mae, Organ.....	Kinston
Taylor, Mrs. Roy, Piano.....	Raleigh
Tillery, Mary, A.B.....	Scotland Neck
Williams, Lena Mae, Violin.....	Chapel Hill
Williamson, Bernard, Organ.....	Chapel Hill

Summary of Students

Seniors	106
Juniors	120
Sophomores	97
Freshmen	175
<hr/>	
Total classmen	498
Specials	46
<hr/>	
Total	544

Summary by States

China	3
Florida	4
Georgia	3
Kentucky	2
Manchuria	1
Michigan	2
New Jersey	4
New York	4
North Carolina	489
Ohio	2
Pennsylvania	1
South Carolina	15
Tennessee	3
Virginia	7
West Virginia	3
Wisconsin	1
<hr/>	
Total	544

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Leave Blank	STUDIES	No. Weeks Pursued	No. Periods a Week	Year of Course When Taken (Mark I, II, III, IV)	Mark Received	Leave Blank	STUDIES	No. Weeks Pursued	No. Periods a Week	Year of Course When Taken (Mark I, II, III, IV)	Mark Received
	ENGLISH—First Year.....						HISTORY—General.....				
	Second Year.....						American.....				
	Third Year.....						Medieval.....				
	Fourth Year.....						English.....				
	LATIN—Beginners'.....						CIVICS.....				
	Cesar (..... bks.).....						GENERAL SCIENCE.....				
	Cicero (..... orations).....						Laboratory—Notebook.....				
	Vergil (..... bks.).....						BIOLOGY.....				
	GREEK—Beginners'.....						Laboratory—Notebook.....				
	Xenophon (..... bks.).....						BOTANY.....				
	FRENCH—Grammar.....						Laboratory—Notebook.....				
	Translation (..... pp.).....						CHEMISTRY.....				
	Grammar.....						Laboratory—Notebook.....				
	Translation (..... pp.).....						PHYSICS.....				
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	GERMAN—Grammar.....						PHYSIOGRAPHY.....				
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	Grammar.....						HOME ECONOMICS.....				
	Translation (..... pp.).....						Laboratory—Notebook.....				
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	ALGEBRA—Elementary.....						STENOGRAPHY, TYPEWRITING.....				
	Advanced.....						COMMERCIAL ARITHMETIC.....				
	GEOMETRY—Plane (all).....						COMMERCIAL GEOGRAPHY.....				
	GEOMETRY—Solid (all).....										
	TRIGONOMETRY.....										

The above is a true record of the work done by the applicant in

School. Dated at, this.....day of....., 1937.

Name.....

Official Position.....

This certificate should be sent directly to Dr. CHARLES E. BREWER, Meredith College, Raleigh, N. C., by the Superintendent or Principal, as soon as the work is completed.

1937

To MEREDITH COLLEGE:

This is to certify, that.....
(First Name) (Middle Name) (Last Name)

of No..... Street,..... is a person of good moral character;
(Town or City and State)

that she was in regular attendance at.....
(Name of High School or Academy)

located in..... during the years.....
(City and State) (Kindly specify school session, e. g., 1931-32, 1932-33, etc.)

that she satisfactorily completed the courses as stated on this certificate, and that she was graduated from this institution
in 19....., and I recommend that she be admitted to Meredith College as a candidate for the degree of.....

The number of years required for graduation in our school is.....; the length of the school term is..... weeks;
the length of the recitation period is..... minutes; the passing grade is.....

The age of the applicant is.....

If the applicant was graduated earlier than the present year, has she attended an educational institution since gradu-
ation?..... Name of institution.....

Please note here any facts concerning the student's character, home and other influences, weaknesses as well as elements
of strength, etc., which would be of value to the Dean in the capacity of official adviser.....

Meredith College

QUARTERLY BULLETIN



COMMENCEMENT NUMBER
1936-1937

Published by Meredith College in November, January, March, and June

Entered as second-class matter, January 17, 1910, at the postoffice at
Raleigh, N. C., under the act of July 16, 1894

Annual Concert

The annual concert on Friday evening given by students in the Music Department was enjoyed by a large audience. The program was presented by students in piano, organ, and voice, and included numbers by the Glee Club. The excellence of their performance reflected the high quality of their work, and the standards of the Music Department.

The complete program was as follows:

ORGAN—Piece Heroique *Franck*
May Marshbanks

VOICE—Aria-Jewel Song from Faust *Gounod*
Rachel Leonard

PIANO—First Movement from Concerto in G minor *Grieg*
Ruth Nowell
(Orchestral Accompaniment on second piano by
Miss Crawford)

ORGAN AND PIANO—Pastorale *Guilmant*
Lisette Allgood and Louise Daniel

ORGAN—Chorale Prelude on "Rejoice Ye Pure in Heart" *Sowerby*
William Barnard

VOICE—Down in The Forest *Ronald*
The Wren *Benedict*
Rachel Leonard

PIANO—Rhapsodie in C Major *Dohnanyi*
Lisette Allgood

ORGAN—Comes Autumn Time *Sowerby*
Ruth Nowell

GLEE CLUB—Good Night *German Folk Song*
Silent Strings *Bantock*
Children of the Moon *Warren*

Accompanists:

Dorothy Lowdermilk and Evelyn Britt

Alumnae Day

Saturday, May 29, 1937

The Alumnae Association of Meredith College held its annual meeting in the Philaretian Society Hall at ten-thirty o'clock, with Mrs. Mabel Claire Maddrey presiding. The session opened with the singing of the *Alma Mater*. In order to shorten the business session a motion was made to dispense with the reading of the minutes of the last annual and council meetings. Mrs. Ruth Couch Allen, acting alumnae secretary, was recognized. Since Miss Mae Grimmer, alumnae secretary, was so much in the minds and hearts of all the alumnae at the meeting, it was suggested that a telegram be sent to let her know that they were thinking of her.

Following the roll call of chapters came the reports of the committees. Miss Ellen Brewer, chairman of the doll committee, reported thirty-two dolls on display in the rotunda, each dressed to represent a class day dress of former years. She was much gratified by the cooperation of the various classes in the project. She suggested that the dolls might be the beginning of a museum which Miss Ida Poteat has had in mind for some time, and with this end in view, recommended that the executive committee of the Alumnae Association consider the question of glass cases for a permanent exhibit.

Miss Margaret Bright, chairman of the alumnae cradle roll, read the names of nine Meredith grand-daughters born since last commencement. To each one had been sent a birthday card bearing the Meredith seal and an appropriate line from the *Alma Mater*. According to the original plan for the cradle roll a card is to be sent each birthday until the grand-daughter is of college age. Miss Ella Thompson stated that the work on Miss Ida Poteat's portrait had been delayed by Miss Tillery's illness, but that she hoped to present it next year. Mrs. Allen announced that plans for a college commemorative plate are still under consideration.

Mrs. Marguerite Mason Wilkins gave a report from the swimming pool committee showing that the fund is growing very slowly, less than three hundred dollars having been contributed this year. However, one of the recommendations from the executive committee was that the swimming pool should continue to be the major project of the association for the year 1937-38. In order to help increase the pool fund, the committee also recommended that a beauty shop on the campus be sponsored by the Alumnae Association during the ensuing year, ten per cent of the gross receipts to be paid into the association treasury and applied to the swimming pool fund.

The nominating committee presented the names of three new officers for the coming year. Mrs. Undine Futrell Johnson explained

that by this means only half of the officers would retire each year, thereby making the work easier for each set of new officers. Mrs. Maddrey accepted the office of president for a third term because such a plan would be most helpful to Miss Grimmer when she returns to the office in September, after her enforced absence of several months. The new officers are Miss Pat Abernethy, general vice-president; Mrs. Iva Pearson Olive, vice-president, Asheville Division; Dr. Mary Lynch Johnson, speaker. The offices of alternate speaker and vice-president of the Charlotte Division are still to be filled.

Mrs. Ada Shearin Parker, reporting for the obituary committee, told of the death of seven members of the association: Miss Annie Mae Taylor (1936), Mrs. Lettie Parker Snipes (1907), Mrs. Alma Clay Morgan (1924), Miss Frances Hunter Howard (1924), Mrs. Novella Kendrick George (1925), Mrs. Viola Thomas Hubbard (1928), and Miss Alexandra Draughan (1916). She asked that the members of the association pause a moment with bowed heads in memory of those who had left us during the past year.

While the hospitality committee did not present a report at the meeting the evidences of their work and interest were to be seen in the rotunda where information and entertainment were to be found. The doll exhibit in there was one of the high lights of commencement.

The vice-presidents of the five divisions, Asheville, Charlotte, Elizabeth City, Greensboro, and Wilmington, were called upon for their reports. After hearing these reports Mrs. Maddrey announced that the recognition for the most active division, based upon alumnæ population, would be a tie between the Elizabeth City Division, Mrs. Mary C. Shearin Waters, vice-president, and the Asheville Division, Mrs. Bernice Hamrick Hoey, vice-president. Mrs. Helen Harper Thayer presented the award to the class having the highest percentage of active members. The award was a book for the library—Cunliffe's *England in Picture, Song, and Story*—which was won by the class of 1907. Mrs. Allen gave the treasurer's report.

The executive committee recommended that the Alumnæ Seminar, voted upon at the last annual meeting but not held as planned, should be one of the activities for 1937-38. Another interesting recommendation was read: it proposed that one of the quarterly bulletins, probably the one coming out in November, should be converted into an alumnæ issue.

The business session was closed at twelve o'clock by a brief message from the president of the association, and the remaining hour was given over to the program. Dr. Brewer greeted the alumnæ, told them something of the progress the college had made during the past year, and suggested other improvements which he hopes to realize in the future. After a lovely solo by Mrs. Pauline Patton Wood, Mrs. Sallie Calvert Parker, of Jackson, delivered the ad-

dress, choosing as her subject, *The Complacency of Sheltered Women*. She challenged the modern woman who lives protected in a peaceful world of her own, to share in the activities and responsibilities of a broader world. She pointed out the opportunities in the field of politics for the influence of women. They may not wish to soil their skirts by contact with its corruptions, but why should they not correct some of the most flagrant political evils? The attention of women to our many social problems and also to the vast opportunities for service offered by various religious activities could be of great value to the world as well as a great source of joy to themselves. Mrs. Parker's address was most stimulating and presented a real challenge to the educated but complacent sheltered woman to meet the world of reality and its complex problems with courage.

The luncheon was served at one o'clock in the College Dining Hall. Mrs. Madaline Elliott Buchanan was the charming toastmistress of the occasion. Miss Rachel Leonard and Miss Mabel Martin delighted the audience with vocal solos. The reunion classes, '07, '09, '10, '11, '12, '17, '27, '28, '29, '30, '31, '35 were welcomed. Mrs. Carolyn Peacock Poole responded for the class of '27 with a clever little skit, *Time Marches On*, participated in by several members of her class and by Cary Mumford, Jr., the small son of Cleone Cooper Mumford of the class of '27. Miss Margaret Bright responded for the other classes with a brief talk including both seriousness and fun, challenging her hearers to be more loyal alumnæ. Following Mrs. Maddrey's welcome to the incoming alumnæ, Frances Pittman, senior president, responded, and then presented the class doll for '37. The luncheon program closed with the singing of the *Alma Mater*, which is always an essential part of a meeting of Meredith girls.

Class Day Exercises

The class of '37 held its class day exercises in the grove on Saturday afternoon at 4:30 o'clock. The seniors entered between the rows of white-clad sophomores, who carried the daisy chain and sang the regular song of the odd years. The seniors then sang a song to their "big sisters," the class of '35, who responded heartily. In their turn the sophomores sang to their "big sisters." The seniors presented next as the main feature of the day *Pittman's '37 Varieties*. It was a clever little skit, with the scene laid in the town hall of Snead's Grove. When the green curtains bearing the satin banner of '37 parted, the policeman of the town was found snoozing in the town hall. The manager of a troupe who put on musical shows tried to get permission from the old fellow to put on a show in his building. Not to be led rashly into an unconsidered bargain, however, he insisted on a sample. The troupe was called in, and the members proceeded to give an interesting and entertaining sample. As they had just been graduated from college the year before, they had their class mascot with them—little Kenneth Van Howard. A very lively square dance was the first part of the sample. It was followed by songs chosen from their stunts of '36 and '37, and by other performances, sprinkled generously with reminiscences of the four eventful years spent in college. They concluded the sample by singing the class song, "Dear Old Class of '37." Since the singing was not very successful, one member of the troupe suggested that the affair be turned into a "community sing." At that word, the seniors in the audience joined in, and completely won the heart, mind, and hand of the policeman—for he signed a contract which gave all the advantages to the players. After the playlet was over, the three classes—'35, '37, '39—sang together the song which is dear to the hearts of all members of odd classes—"These Bones Gonna Rise Again." As has long been the custom, the seniors distributed bones among their little sisters. Then the seniors filed out between the daisy chains, and the class day of '37 became just another memory.

Society Night

After processions of the Philaretian and the Astrotekton Societies, a welcome was extended by Miss Catherine Canady, president of the Philaretian Society, in which she expressed appreciation for the coöperation of members of both societies in the work accomplished for the year. Miss Sue Brewer, president of the Astrotekton Society, introduced the speaker, Professor Jasper Memory of the Department of Education of Wake Forest College, as one who was interested in societies as a means of bringing students together. Professor Memory stated that he felt at home at Meredith, having even memorized all the stanzas of the *Alma Mater*. He said that the prophecy of the third stanza had been fulfilled,

"In thy paths the fields shall blossom and the desert shall rejoice,
In the wilderness a living fountain spring."

He then said that he wanted for the next twenty minutes to answer the question asked by John Charles McNeill in "Sunburnt Boys,"

"You will not—will you?—soon forget
When I was one of you,
Nor love me less that time has borne
My craft to currents new?"

After giving a short sketch of John Charles McNeill's life, and after quoting some newspaper comments concerning McNeill's greatness as a writer, both of poetry and prose, Professor Memory read several poems. His rendition of the Negro dialect was particularly effective in the poems, "Bed Time," "Punishment," "Be Shamed," from *Lyrics from Cotton Land*. His remarks about the background of all of the poems were illuminating. From *Songs Merry and Sad* he read "The Bride," "To Melvin Gardner: Suicide," "For Jane's Birthday," "Alcestris," "Sundown."

Mr. J. D. Beal then presented the Carter-Upchurch Medal, given by Mr. and Mrs. P. A. Carter in memory of their daughter, for the best essay written by a member of the Astrotekton Society. Miss Annabelle Hollowell won this honor for her essay, "Shakespeare's Treatment of the Lie in the Soul."

The Minnie Jackson Bowling Medal, given for the best essay written by a member of the Philaretian Society, was then presented by Dr. E. H. Bowling of Durham, who humorously stated that the winner, Miss Eleanor Edwards, had met the requirements of beauty and intellect. Her essay was entitled "Walt Whitman, the Voice of Waking America."

Dr. Mary Lynch Johnson, substituting for Dr. Julia Harris, announced the awards in the Department of English. For the best bibliography of American literature Miss Gwendolyn Kester won the prize given by Dr. Harris.

The English Department each year gives recognition to the girls who do independent reading—that is, reading that is not required by any course—and bases judgment on how much was read, how varied was the reading, and how intelligent. The following girls did such reading: Misses Frances Pittman, Virginia Reynolds, and Margaret Sale from the senior class; Misses Anne Poteat and June Fay Sewell from the junior class; Misses Alta Critcher and Nina Gilbert from the sophomore class; Misses Anne Bostick, Mimi Caffery, Virginia Council, and Virginia Speer from the freshman class. From this group Miss June Fay Sewell was awarded a book as a prize for the best reading.

Miss Johnson also announced the winner of the check given as a prize by the brothers of Elizabeth Avery Colton for the best contribution during the year to the *Acorn*, the contribution not being class work. Miss Virginia Reynolds won the prize for her story, “. . . and Silent Dedicate Your Lips,” in the March issue of the *Acorn*.

The athletic awards were made by Mrs. Gertrude Royster Sorrell, Miss Harriet Rose, and Miss Pauline Davis. Mrs. Sorrell presented trophies given by Mr. Wade Lewis of the Lewis Sporting Goods Company, Mr. J. G. Boomhour, Miss Lattie Rhodes and Mrs. Sorrell to the following girls for three years of perfect attendance in physical education classes: Misses Alice Mae Glasgow, Kilton Peele, Elizabeth Nanney, Frances Olive. Each of these students also received a star. For perfect attendance at physical education classes the following freshmen received letters: Misses Sarah Bryant, Sarah Hassan, Dixie Helms, Una Norman, Hannah Reece, Virginia Sluder, Betty Vernon, Leonora Wall, Jane Washburn, Sarah Whisnant. For one year of perfect attendance the following sophomores received letters: Misses Lucile Brannon, Blanche Johnson, Mary Martin, Ruth Purvis, Alice Shelley. For two years of perfect attendance the following sophomores received stars: Misses Edna Martin, Charlotte Peebles, Dorothy Wilson, Dorothy Sears. For one year of perfect attendance the following juniors received letters: Misses Katherine Aldridge, Maybelle Burkett. Miss Lois Avant received a star for one year of perfect attendance. Mrs. Sorrell then announced Miss Harriet Rose as the winner of the Victory Trophy, presented by the Athletic Board to the student who has contributed most to athletics through proficiency, sportsmanship, and versatility in the field.

A cup for basketball was presented to the junior class by Miss Harriet Rose, and another cup was presented to Miss Kate Mills Suiter for winning the tennis tournament.

Monograms for participation in sports were awarded by Miss Pauline Davis to the following girls: Misses Catherine Canady, Anne Poteat, Dorothy Willson, Charlotte Peebles, Dorothy Sears, Sadie

Louise Clark, Mary Faye McMillan, Relieu Baucom, Sally Mitchell, Dorothy Haywood.

The blazer, given each year by Miss Warner to the girl who has made an outstanding contribution to the life of the campus, was awarded to Miss Martha Messenger for her work in athletics.

The announcement of the new members of Kappa Nu Sigma Honor Society was made by Miss Eleanor Edwards, the president. She first announced the election of an honorary member, one who had always upheld the scholastic ideals of Meredith—Miss Ida Poteat. For a scholastic record maintained for a period of two years, the following members were announced: Misses Adelaide Harris and Frances Tatum, admitted after the fall semester; Martha Messenger and Frances Pittman from the senior class; Harriet Rose, Ethel Jones, Nancy Powell, Charlotte Wester, and Kate Mills Suiter from the junior class.

Miss Ruth Abernethy, after explaining the purpose of the Silver Shield by telling a story of knighthood, called on the members of the society to tap the new members. The following girls, chosen for Christian character, constructive leadership, and service to school, were indicated as new members: Misses Anne Poteat, Mirvin Garrett—both of whom had been previously chosen as associate members at the end of the fall semester—June Fay Sewell, Harriet Rose, Margaret O'Brien, Kate Mills Suiter.

The societies and their guests were then invited to the parlors for a reception.

Commencement Sunday

College Auditorium

The academic procession entered the chapel to the impressive music of Saint-Saens' *Procession*, played by Mr. Leslie P. Spelman, director of music. The invocation by the Rev. K. E. Bryant, of Powellsville, was followed with the Scripture lesson, and the prayer by Dr. Luther Little, pastor of the First Baptist Church, Charlotte, N. C. Lili Boulanger's anthem, *Psalm 24*, was sung with true feeling by the choir. Dr. Little preached the baccalaureate sermon and pronounced the benediction. The title of the sermon was "God's Gardens," and the text was Genesis 2:15—"And the Lord God took the man, and put him in the Garden of Eden to dress it and keep it."

Dr. Little said in part: My dear friends, there is no service that I render that is more cheerfully done than what I do for our denominational schools in North Carolina. The honor that comes to me to be invited to bring the message to you upon this happy occasion is appreciated beyond the power of my words to express. There is no place in the world where I would rather be at this hour than right here with you.

I am going to speak to you on the subject of "God's Gardens."

First of all, I say to you that God's ideal place of abode for humanity is a garden. When the Divine Creator made man he placed him in a garden. In fact He made a garden before He made man. In that garden God prepared food—something to eat that life might be sustained. It was not only a place of food, but there was also cool, sparkling water for the thirst of the body. But God did not stop with food and drink; He planted flowers, the bloom of which was to meet the desire of humanity for beauty. All of this was to make an ideal home for mortals—in a garden.

But the Creator did not stop there. The whole atmosphere of that place was one of happiness and joy. Adam and Eve were to find employment in that garden. They were to dress and keep it. Idleness was never contemplated in God's garden. God is no desert-dweller. He came to walk with mankind in a beautiful ideal place.

In the second place I would have you notice that the three great world events took place in a garden. Humanity's fall took place in the Garden of Eden, which was originally a place of purity and perfection; yet it was there that Satan and sin entered, and humanity was led away from purity. The tragedy of the fall occurred amid beauty and happiness. The next world event took place in a garden—Gethsemane: Here was suffering and service. But through these experiences the purity and happiness of Eden were brought back. All that was lost in the first garden was regained in the atonement of Christ in Gethsemane. The third world event took place in the

Garden of Joseph's Tomb: Christ was buried in a garden, and from that place He arose. He overcame all obstacles and broke the bands that held Him. This can be called the Garden of Victory.

In the third place will you notice that every life passes through three gardens: The period of childhood and youth is Eden. In these younger years we find innocence. Childhood has not come into the guilt and sin of later years. In youth we are care-free. Not so many burdens and responsibilities have been placed upon us. Youth is the period of keenest faith. Not yet has youth learned to mistrust either God or man. A softening halo is cast over the hard and forbidding scenes of life. Yes, in young lives so much makes for happiness and contentment that we may say that childhood and youth represent Eden.

The period of manhood and womanhood is Gethsemane. All that is outside of Eden is Gethsemane. In Gethsemane we find service. It was here that Christ served fallen humanity. It is also here that mature life may render to this world a service found nowhere else. Not only does Gethsemane offer a place of service, it also calls for suffering. If our Lord was willing to suffer there that others might be happy, so here our heart's blood may be crystalized into gems for the adornment of the lives of others. If Gethsemane symbolizes sacrifice it also speaks across the centuries the language of altruism.

Please notice again that every life may go through the Garden of Joseph's Tomb. This is the garden of conquest and victory. Life need not yield in hopelessness as long as we hold in mind Joseph's garden. Out from that garden comes certainty. Christ left the graveclothes here. The Devil's last cruel act fell fruitless here. Death and suffering gave place to life and joy. So may it be with us.

May I add that after all there is a fourth garden. When this life's three gardens are passed, we shall finally be brought into a fourth—the Garden of God—Heaven. The complete circuit will be made, and we shall always live in the eternal garden. There the flowers will be in eternal bloom. The gates of that garden will open to us, and from that garden we shall never be shut out—Eden will be completely regained.

In the evening the organ prelude began with two *Church Sonatas for Organ and Strings* by Mozart, and these were followed by Mendelssohn's *March from Athalia*. President Brewer gave the invocation, and the choir sang Mendelssohn's anthem—*Hear My Prayer*, with Miss Ragna Otterson as soloist.

Dr. O. T. Binkley, pastor of the Chapel Hill Baptist Church, preached the missionary sermon, based on Moffatt's translation of Hebrews 2:10—the subject being, *Wanted: Christian Pioneers*. In a convincing, well-rounded discourse the speaker showed that it is the

pioneers whose "brave spirits have fertilized civilization." The following are among the most note-worthy sayings:

Christianity is the religion of the pioneers. It is no retreat from reality. It is no haven of safety and rest. Jesus was a spiritual pioneer. In the New Testament He is referred to as "the Pioneer of life" and as "the Pioneer of their salvation." Jesus explored spiritual reality. He showed who God is and what man ought to be. He cut across the artificial barriers which divide human beings. He overcame the enemies of the good life. He discovered and made available the resources of the abundant life. In perfect and constant communion with the Father and in mutual and reciprocal relationship with men He exhibited "the way, the truth, and the life."

There is special need now for young Christian pioneers. The world in which we live is unfinished, mysterious, and pagan. In a seemingly disintegrating society we have a disintegrating family life. There is a widespread philosophy which asserts that God, soul, and immortality are no more than the obsolete concepts of an earlier psychology. And we have a social order which is shot through and through with selfishness and greed. In such a world there is an urgent need for young people who have ethical idealism, moral enthusiasm, and spiritual passion and who will respond to the invitations of Jesus: "Come and see," and "Go ye into all the world and make disciples."

The first essential characteristic of a Christian pioneer is *critical intelligence*. The pioneer must have the ability to think. He must be able to meet change intelligently and to see through propaganda. The Christian task calls for an eager, open, sensitive mind. To the one who possesses such a mind much shall be given; from the one who does not possess such an attitude toward truth shall be taken away what he has. The ability and the willingness to think will enable one to evaluate the inheritances of the past, to see in detail and in perspective the brutal and the beautiful realities of the present, and to plan wisely and hopefully for the future. The Christian pioneer will share the mind of Christ with reference to all the problems of life, such as the exercise of military and political compulsions; the maintenance of rigid patterns of economic organization and control; the manufacture and use of alcohol; and the exhibition of discrimination in race relations.

Moreover, the Christian pioneer has *audacity*. It takes courage to think God's thoughts after Him. It takes audacity to express those thoughts openly and sincerely. It requires the highest heroism to act upon those thoughts consistently and uncompromisingly. Jesus was fearless. He tried to deliver His disciples from fear; the fear of social disapproval, the fear of economic insecurity, and the fear

of physical death. In His own life Jesus revealed tranquility, gentleness, and strength. He replaced fear with the great peace of God. To be specific, we must get rid of our hesitation and timidity—as well as of our confusion—in the presence of subtle and sinister evils. We must stop being afraid of social disapproval in all of its forms, of economic insecurity with all of its threats and hazards, and of physical death. We shall fear the disapproval of God, poverty of the soul, and intellectual and ethical death! We do well to remember that the Pioneer of our salvation was made perfect through suffering.

Furthermore, the Christian pioneer is *sensitive to spiritual values*. The picture of Jesus in the Garden of Gethsemane stands before our minds. Jesus was there sensitive to the presence, the guidance, the purpose, and the love of the Father. But Jesus was also sensitive to all the sin, tragedy, and suffering of all the race. He was bearing the burden of humanity. I hope that you will be sensitive, as all the great Christian missionaries have been, to the needs and unuttered longings of the less favored peoples in the depressed areas of the world. I hope that you will feel the worth and the needs of the bushman in Australia and South Africa, the coolie in China, and the outcaste in India. But let us, also, feel the value and the need of people about us: the woman who pulls a plow until she dies, the exploited Negro, the children in the slum, the morally bankrupt. In the name and with the spirit of Jesus let us minister to the deep needs of people.

Again, the Christian pioneer has a *sense of mission*. He shares intelligently and persistently in the needful work of the world. He feels the pressure of the hand of God in his life. He recognizes that necessity is laid upon him. In his fatherland or in some foreign land he labors with God. He enters into a coöperation with God which is as deep as life, as broad as human need, as free as truth, and as meaningful as eternity. The Ten Commandments have not been repealed and the teachings of the Sermon on the Mount are still valid.

Finally, the Christian pioneer is undergirded and sustained *by faith in God*. He knows that God is alive, that God is good, and that God is at work in His world. He knows that the character and disposition of God have been revealed in Jesus Christ. This faith in God delivers us from the mania for the hypothetical. We stop saying "If I had more money, if I had better health, if I had a different heredity, if I had a more favorable environment." We begin to say "They that wait upon the Lord shall renew their strength," and "I can do all things through Christ which strengtheneth me." This faith in God delivers us from a sense of futility. We learn, as Stanley Jones has learned, that we can turn impedi-

ments into instruments of righteousness, suffering into testimony, and dark Calvary into glorious Easter! This faith in God gives stimulus and strength for the discovery and the doing of God's will. In such a task and with such faith we share the reality, reasonableness, and radiance of the life of Jesus.

The New Testament says, "It doth not yet appear what we shall be." Life is creative and adventurous beyond our understanding. I do not know what you will be five, ten, or twenty years from now. But let me give you a suggestion of a standard. Jesus said, "I do always those things that please Him." In your life and work in this unfinished world do those things that please God.

The Art Exhibit

Misses Ruth Abernathy, Effie Calhoun, Margaret Blanchard, Helen Hilliard, Ella Ruth Perry, Addie Belle Wilson, members of the senior class of 1937 who received the A.B. degree on May 31, had majored in art—and examples of their work done in the Art Department were shown on Friday afternoon in the “blue parlor.” Miss Calhoun, versatile and imaginative, not only had portrait studies, landscape and flower pieces in oil painting, but also showed her skill in clever designs for Christmas wrapping paper and in statuettes and bas-reliefs in plaster; her wall decorations in the senior parlor—three panels done in mellow-tone medium—were colorful and highly decorative. Miss Blanchard’s wall-paper patterns were lovely in design and color. Miss Wilson’s medium was oil painting, and her self-portrait and life studies were interesting. Miss Hilliard was successful in the effects she obtained in handling charcoal. Miss Abernathy had a lovely wall-hanging, block-printed with dogwood as a motif. Miss Perry’s study of “Flush,” a white Persian cat, was done simply and attractively.

The general exhibit, which was opened to the public on Sunday afternoon, was the work from all the classes, and as usual showed Meredith’s freedom and success in the use of many mediums of art-expression. The subjects were almost entirely regional—Meredith’s flowers and landscapes, Meredith’s girls for life studies, and Meredith’s fountain, trees and buildings serving as motifs for design.

Special mention is due Miss Elizabeth Bullard’s flower and still-life studies, getting beautiful effects through the use of tempera as a medium. Her subjects were treated in a decorative way with color harmonies and values simply stated. The work of Miss Harriet Rose was outstanding because of vibrant effects in color, whether in oil, water color or pastel. Miss Dorothy Horne’s “Little Boot-black” and other life studies attracted attention; and there was very promising work from the freshman class.

The weaving and metal work from the industrial art class was of great interest, showing clever tooling of copper articles, and fine design and texture in the woven stuffs.

The exhibit as a whole showed the usual high standard and aims of the department—its belief in the need of beauty in every life, and the great cultural value of art study.

The Graduating Exercises

The thirty-eighth commencement exercises of Meredith College were held on Monday morning, May 31, at 10:30 o'clock. Mr. Spelman, organist; Mr. Alden, violinist, and Miss Wagar, 'cellist, played as a prelude a trio by Cesar Franck. The academic procession entered the auditorium to the strains of Cesar Franck's *Grand Choeur*.

The invocation, by Mr. M. A. Huggins, was followed by Cesar Franck's beautiful *Panis Angelicus*, given by Miss Rowland, contralto; Miss Branch, pianist; Mr. Alden, violinist, and Mr. Spelman, organist.

Dr. Theodore F. Adams, pastor of the First Baptist Church of Richmond, Virginia, was introduced by President Brewer as the commencement speaker. Dr. Adams, in beginning his address, spoke of the mingling of joy and sorrow which commencement brings. It is the end of so much as well as the beginning of so much. He announced as the topic of his address—which he said was not to be the scholarly sort of speech so often connected with graduating exercises—the very practical one of "Managing Yourself." He pointed out that one lives but once, but living in Christ's way makes that one life count the most, and he quoted from the lovely poem "But Once I Pass This Way."

The speaker set forth three words to guide the individual to self-management. The first of these was "self-appraisal" or "self-appreciation"—for self-appraisal does not necessarily mean self-depreciation. The worth of the individual is pointed out all through the New Testament. It is so easy to feel inferior; but, after all, there is only *one* president of the student body, *one* president of the Y. W. C. A. The individual needs to note not only his weaknesses and faults but also his talents and abilities. God has a purpose and a place for each life. If the individual finds that place he can often turn his liabilities into assets and his handicaps into the chief sources of his strength. Dr. Adams used the very telling illustration of the backward, homely little hunchback girl in an orphan asylum who was adopted by a bereaved woman, and who became in time the beloved matron in a cottage full of little orphans.

The second word was "self-dedication." First in importance is the spirit of self-dedication, which the speaker defined as seeking nothing for ourselves that we do not seek for everyone else, looking for no special privileges. "He that *giveth* his life shall find it." Words and acts of goodness have great power to help others. In the second place, self-dedication must have an objective. This new day reveals the necessity of providing new answers for old problems. There is a challenge in the problems of class, race, and peace. Those who are willing to lend a hand may have a part in shaping

the world nearer to the likeness of what Christ would have it. There is no better channel than the church to make such work effective. God cannot make a better world without the help of human beings. This was most aptly illustrated by the speaker quoting a poem by George Eliot about Stradivarius, the famous violin maker, who knew that God might give talent to the artist, but God couldn't make a great Stradivarius violin without Antonio.

The third word was "self mastery." "If any man would come after me let him deny himself and take up his cross and follow me." "He that ruleth himself is greater than he that taketh a city." The secret of self mastery is to be mastered by someone greater than one's self. "One is your master, even Christ." Dr. Adams used the illustration of a great preacher who had been much maligned, and quite unjustly, by an acquaintance. When the acquaintance approached him asking him to speak on his behalf to secure a much-coveted appointment, the preacher graciously agreed to do so. He had access to the strength of God through a secret gate.

None of these things can be accomplished alone, the speaker pointed out. It is the sure sense of the presence of God, the Father, that hallows all life and gives the greatest joy that life can hold. One can face life unafraid when he knows that the Father walks with him.

At the conclusion of the address the Dedication hymn was sung. This lovely hymn was composed by Russell Broughton and dedicated to the choir of Meredith College.

The degree of Bachelor of Science was next conferred by President Brewer on three candidates, and the degree of Bachelor of Arts on eighty-seven candidates who presented themselves, and on one, Marian Wallace, to whom the degree was granted *in absentia*.

President Brewer's own personal message of congratulation, advice, and farewell to the graduating class included these inspiring words: "I wish to call your attention to a remark made by the Apostle Paul in his letter to the Philippians—'Forgetting the things which are behind, and reaching forth unto those things which are before, I press on.' The diploma which you hold is not an end in itself. It is not an evidence that you have completed something and are now going to stop. Rather it is an evidence of progress—a call to do even better—a challenge to do your best Progressive work is the best defense against deterioration of body, of mind, of heart, of will Study and research is the best defense against discouragement, and at the same time the best guarantee of success The dual relationship of professional and cultural studies enables one to avoid monotony and sameness. Culture ennobles profession and makes it effective. Profession gives expression to culture and makes it fruitful. Profession and culture working together make life. May such a realization be the experience of each one of

you as you go forth from Alma Mater today to assume new responsibilities and to bless a world that needs the kind of touch we believe you will give it."

After the singing by the choir of Cesar Franck's *Psalm 150*, thought by many to be the most beautiful anthem ever written, Dr. William Louis Poteat, President Emeritus of Wake Forest College, was asked by President Brewer to present the Bibles to the graduating class. Dr. Poteat spoke of two bonds which attach the graduate to her Alma Mater. The one her certificate, testifying to her character and intelligence; the other the Bible, which is the means of establishing and enlarging both. Dr. Poteat was happy to have the privilege of attaching this last bond. He presented the Bibles with the heartiest of congratulations and the warmest of good wishes. The Bibles were handed to the graduates by Dean Boomhour.

In announcing the singing of the *Alma Mater*, President Brewer regretted the absence of its writer and composer, former President Vann. After the benediction was pronounced by Dr. Adams, the academic procession was formed and soon passed out of the auditorium, bringing to an end the session of 1936-1937.

Honor Roll

FIRST HONOR

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POINTS

<i>No. of Classes per week</i>	<i>Points for first honor</i>	<i>Points for second honor</i>
12	27	22
13	29	24
14	31	26
15	33	28
16	35	30
17	37	32
18	40	34

GRADES

- A gives 3 points per semester hour of credit
- B gives 2 points per semester hour of credit
- C gives 1 point per semester hour of credit
- D gives 0 point per semester hour of credit

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Foreword

MABEL CLAIRE HOGGARD MADDREY

President Meredith College Alumnae Association

I am told that Alexander Pope's truth,* "Fools rush in where angels fear to tread," is outmoded; and truly I do hope it is sufficiently obsolete to be forgot by Alma Mater's intelligentsia as it reads this, the first alumnae issue of the College Bulletin. When the suggestion was offered (and are you surprised that it was Foy Johnson Farmer who mothered the idea of the alumnae editing an issue of the College Bulletin?), some of us trembled at the mere thought of attempting to offer anything at all comparable with the classics that these bulletins usually are. Other pioneer souls, however, saw in it new fields of opportunity for Meredith Alumnae; and when the vote was taken, the "branes" had it.

The pride which I have in the alumnae, as this goes to press, knows no limit; for to me it signifies the venturing into a world entirely new to Meredith Alumnae. In previous years our activities were almost entirely social, and nothing additional was expected of an alumna who paid her membership fee and made annual pilgrimage to Meredith at Commencement, there to spend the time in "chat-feasts" with other equally garrulous and purposeless alumnae.

But a new era is dawning for Meredith Alumnae: the winning of the Student-Alumnae Award for competitive sports on Stunt Day, and the proposed Alumnae Seminar, bespeak both physical and mental rejuvenation of "the girls." After this masterly stroke, we need no longer evoke the patronizing air of Faculty and Students, for lo! we attack the very stronghold of their supremacy, as we enter the field of literary composition.

It is not our purpose, however, to make of this a thing of literary art; rather we desire to introduce to the readers "Miss Meredith Alumna," in all her versatility, as we take side-glances at the great American world, in which Meredith girls are assuming their proper places of leadership and responsibility. Those whom we are featuring in this issue, are representative of scores of other alumnae who have excelled in similar and in different fields. Lack of space and, on occasion, the convenience of proximity, have regulated our selections. To these who made biographical contributions, the editorial staff is grateful, and of their claims to distinction, the Alumnae Association is proud.

I would not conclude this word without expressing my personal appreciation and that of the Association, to the committee who arranged the material for this bulletin. Ruth Couch Allen, committee chairman; Mary Lynch Johnson, member of the committee;

and Mae Grimmer, executive secretary Alumnae Association, have labored tirelessly to make this a thing of which we might be proud, as well as something which alumnae would enjoy reading. If you agree with me, that they have succeeded, won't you tell them so?

Meantime—it has been fun, daring to burst into print in the College Bulletin!

The Complacency of Sheltered Women

SALLIE CALVERT PARKER

(Alumnae address delivered at the annual meeting of the Meredith College Alumnae Association, May 29, 1937.)

Chauncey M. Depew was fond of telling the story that when he was a boy he bought a beautiful spotted dog. For days they romped and played together in the yard, he revelling, with boyish delight, in the dog's delicate markings. One day they ventured from home for a run through the fields and wood. A sudden shower overtook them and as the dog returned from one of his forays in the wood, all of his beautiful spots were gone. Crestfallen and heartbroken, young Depew returned with the dog, now a nondescript cur, to the man from whom he had made the purchase. Sadly he exhibited the colorless pet and made his complaint. The fancier looked at him and replied: "My dear boy, didn't you know an umbrella went with that dog?" This story of Depew's came to mind recently as I visited one of our beaches and noticed the women as they came every day and ensconced themselves behind large umbrellas that the health-giving rays of sun might not fall upon them. I watched them as they occupied themselves with an occasional nail polish or perhaps just a loll on the ground. The great Atlantic rolled in rhythmic tune just a few feet away, but as if unconscious of its presence these protected women cast not a glance in its direction. So women everywhere are slumbering in their comfort, protected from the winds and rain, while the great ocean of life rolls by, carrying its bits of human wreckage beaten and buffeted upon its bosom. Sometimes a cry of anguish wings its way to their retreats, but the occupants give no evidence that they have even heard.

John Ruskin, writing in *Sesame and Lilies*, gives us pause when he says, "There is not a war in the world, no, nor an injustice, but you women are answerable for it; not in that you have provoked, but in that you have not hindered. Men, by their nature, are prone to fight for any cause, or for none. It is for you to choose their cause for them, and to forbid them when there is no cause. There is no suffering, no injustice, no misery in the earth, but the guilt of it lies lastly with you. Men are feeble in sympathy, and contracted in hope; it is you only who can feel the depths of pain; and conceive the way of its healing. Instead of trying to do this, you turn away from it; you shut yourselves within your park walls and garden gates; and you are content to know that there is beyond them a whole world in wilderness—a world of secrets which you dare not penetrate; and of suffering which you dare not conceive." I know this is a far cry from the day less than two hundred years ago when in England wives were led to the market with ropes around their necks and sold for as little as threepence. Long years of repression and ridicule

with the denial of proper education have wrought havoc with the self confidence of womanhood. I recognize also that we are heirs to physical weaknesses which make activity slightly more difficult. These, however, we have made into umbrellas to shield ourselves from life's verities and its responsibilities. Poor dears, it is so respectable to be ill! One has remarked that women are once again indulging in neurotic moods and hysteric flights from reality, but this time not to neutralize nature's pains or man's emotional insensibility but essentially to dodge the problems and burdens of maturity. We are coming of age. We cannot continue to step aside from those duties and problems which rightly belong to us.

There is a mental complacency which is astounding in this day of wider opportunity. George Britt, a Kentuckian, writing of the women of the New South, says, "The present generation faces a different world. Are the women solving its problems? A more pertinent question instead is, do they even realize such problems exist? With money to spend and the ballot in their hands they are practically without obstacles as to what they will do morally, politically, economically, socially. Within reach of her hands are the most exciting problems in America today—deep illiteracy, long hours, low pay, racial relations, political conservatism. In the face of all this how far has she gone politically toward enlightened citizenship, what tenderness has she shown for struggling labor, what of her reputed spirituality has she thrown against materialism? What has she done even to widen the swing of her own mind? Many of us read the society page of our newspapers but what acquaintance have we with the editorial column? The lighter magazines find ready sale, but the better ones enjoy a smaller circulation. The higher class publications list the South, with the exception of Florida, at the bottom of the reading public. The public libraries record the circulation of books in the South at one-fifth of the nation-wide per capita. I have had women with small families and as many as two servants, tell me they had no time to read. Samuel Schmalhausen tells us 'There is need, urgent need of a new mind in the world. That new mind cannot be born until woman takes her mind as seriously in the future as she has her body in the past.' I plead for an intellectual revolution that shall make women ashamed to be parasites and proud to be thinkers.

There are social problems which call for the full vigor of woman's mind, about which she is, as a group, strangely complacent. In 1936 Commissioner Fletcher asked that North Carolina remove the disgrace of having the longest work day for women of any state or country except Japan. The legislature of 1937 reduced the eleven-hour day to nine. It is still above the eight-hour law of other states, has no minimum wage, and leaves much to be desired. A North Caro-

lina professor is quoted as saying that in the last thirty years no man of county importance has come from a mill village. To be sure, some club women have made an effort toward abolition or amelioration of child labor, but their husbands and fathers still invite northern industrialists south on the promise of cheap labor. Many of these girls marry as young as sixteen and few as late as twenty. Their background is still one of long hours of hard work with little pay, complicated by child bearing, ignorance, social ostracism—defeat. Nearly half the workers are women tired and faded before their time. May I again remind you of the words of the great Ruskin—"There is no injustice in the world but you women are answerable for it." What of your responsibility here? The social problem of fallen women and girls ought to rest heavily upon our sympathies but such is not the case. We raise our umbrellas of respectability and bask in their protection.

Woman's complacency is shown, perhaps to a larger degree in the field of government than anywhere else. If we would be honest, we must admit that we have done nothing more than increase the number of voters. Emerson said: "Politics rest upon necessary foundations and should not be treated with levity." Many women, however, do not agree with the brilliant Emerson. Our government suffers from the complacency of intelligent women. Many problems lend themselves to the consideration of woman's mind but she is more concerned with the fall costume than the fall candidates of any party. Quoting again from George Britt "They have begun to cry—'we are tired of our rights, give us our privileges again.' Perhaps the days since suffrage have been too short for the comfortable southern woman to attain her full stature. Her interest in life around her indicates no age of maturity." They explain their lack of interest by saying that they do not like politics because it is all so dirty. For the first time women are detouring around a place they consider unclean, without their normal desire to clean it up. All that women hold dear, the well-being of their children, the atmosphere of the community, even their homes are bound up in this thing they call politics and which they loftily disdain. It was by the vote of men elected to office that the flood of liquor was again loosed upon the people of North Carolina. Do you not hear the lapping of that fiery stream which daily grows in intensity and threatens to engulf all that is fine and noble? A recent sight of five boys, all under the age of twenty-one, exhibiting themselves while intoxicated in a public dining room, was so distressing to me that no complacency could live in their presence. Let it be said, to the eternal shame of the women of this generation, that a greater number of them than ever before have encouraged rather than hindered this situation by their acts and their attitude. Hear again the words of the English writer: "There is no

misery in the world but the guilt of it lies lastly with you." Have you a responsibility here? The rattle of sabres and beat of drums are in the air as the nations of the world prepare to take up once again the long, dreary march of death and destruction. Does this disturb you as you slumber upon your couch of comfort within your park walls? If so, may I suggest that a more intelligent interest in your government and the selection of the men who will serve in that government will greatly help. The umbrellas of indifference and satisfaction with the *status quo* must be put aside. The march toward a better day is on. The women must be in the vanguard.

Sadly I am forced to suggest that even in matters religious we must struggle against our complacency. Isaiah cries out: "Rise up, ye women that are at ease, hear my voice, ye careless women, give ear unto my speech. For the vintage shall fail and the gathering time shall not come. Tremble, ye women that are at ease, be troubled, ye careless women." A glance at the records of any church will disclose that many women are at ease in Zion. A Scotch preacher once said that God's causes are never hurt by being blown up but by being sat upon. Small wonder the prophet cries aloud, "Rise up, ye women." Great numbers of souls, the world around, are living and dying without knowledge of the gospel of Jesus Christ. Even in the South more than one-half of the population is unchurched, with sections where the Bible is unknown and ministers of the church have never gone. Are the women satisfied with that situation? Friends found the Danish sculptor, Thorwaldsen, in great distress. This was his burden. "My genius is decaying. Here is my statue of Christ, it is the first of my works that has satisfied me. Hitherto I have never come near it in my mind. I shall have no more great thoughts." And neither shall we, if we heed not the warning in the words of the artist. The word calls for the arising of the slumbering women of the church. Can you not hear the voices? Concluding the lecture in *Sesame and Lilies*, Ruskin says, "In the darkness of the terrible streets the little flowerets lie torn and bleeding. Will you never go down to them to set them in order in their little beds, nor fence them in their shuddering from the fierce winds?" So daughters of Meredith, a world of bleeding hearts and broken bodies awaits you. I wish that your hands might be laid gently upon every wound from which flows the hot blood of human anguish—that your fingers might cool every fevered brow that tosses painfully to and fro. I want your "feet to touch the meadows and leave the daisies rosy." Ah, my sisters beloved! I stretch forth my hand to you. Will you not come? The garden waits. "The larkspur listens—I hear—I hear. The lily whispers—I wait." So the oppressed and suffering world whispers. I wait—I wait. In God's name, Meredith sisters, shall we not be on our way?

Meredith Alumnae at Work in the World

DIETETICS

LOUISE HELSABECK

My introduction to dietetics was in the summer of 1935, while I was yet a student at Meredith, during which time I worked at the Baptist Hospital in Winston-Salem. It was then that I made a definite decision to study dietetics, and to become a graduate dietitian. I went back to Meredith in the fall of '35 with this fact strongly in mind.



After I graduated from Meredith in the spring of '36, I went to summer school at the Woman's College of the University of North Carolina, and took some work in Institutional Management and Purchasing, Advanced Dietetics, and Nutrition Seminars. The first two of these courses were under Miss Margaret Gillam of New York Hospital, and the last two under Dr. Martha Kochne, of the Bureau of Home Economics, Department of Agriculture, Washington — two very fine teachers. In six weeks there I received eight hours graduate credit.

In October, 1936, I entered the school of dietetics at the Medical College of Virginia in Richmond.

After finishing my work there, I came directly to Winston-Salem, where I accepted (Oct. 1st) the position of Dietitian at the Baptist Hospital.

Maybe you'd like to know something of my specific duties here at the Baptist Hospital, and the departmental organization. There are two assistants to the dietitian, who are both very capable. We employ in the kitchen eight colored men—a cook, assistant cook, waiter, two assistant waiters, two diet kitchen men, and a potwasher and cleaner. We now feed around 200 people each meal—an average of 97 patients, 60 nurses, 13 staff, and 30 personnel and help, with an increase of 30 nurses on October 15th. We have central tray service to the patients and waiter service in the staff and nurses' dining rooms. Fresh fruits and vegetables and meats are bought daily, as

needed, chiefly from local wholesale and retail merchants. Staples and canned foods are bought quarterly. The physical set-up of the department is as follows: A main kitchen in which all food is prepared and dishes washed; a large diet kitchen in which trays are set up and served, salads made, etc.; a small diet kitchen in which baby formulas and liquid nourishments are prepared; one staff dining room and one nurses' dining room; a store room; a cold storage unit; and an office for the dietitian.

Each student nurse works in the diet kitchen for two months, during which time she prepares all baby formulas, supervises serving of trays from the floor kitchens to the patients themselves, and relieves the assistants on their hours off.

Other than the management of the department, as outlined, I also teach the student nurses courses in Nutrition and in Diet and Disease. The hospital has for this purpose a small laboratory in which it is possible to practice the preparation of simple foods such as nurses should know in their general or private duty nursing—as eggs, breads, custards, beverages, etc., prepared in the most easily digested forms.

DRAMA

BERNICE KELLY HARRIS

“Will you write an article of about five hundred words on your work, your aims—what you have done and are doing?” I am honored, Mae Grimmer.

The singular number seems inapplicable to the creative experiment in Northampton, so truly has it been the result of cooperation. It happens that I have written some unpretentious folk, social, and religious plays that have been produced with success locally in various towns of the county, in Norfolk by the Little Theatre, and at Chapel Hill. For several years directors from six towns, who saw the significance of the modest efforts of the Seaboard writer, undertook experimental productions of the originals; and the plays that survived the test—and acid it sometimes was—went down to compete in the State Drama Festival at Chapel Hill. Among those understanding directors was our own Mabel Claire Maddrey.

I used “happens” above advisedly. My play-writing was an accident. While a pencil had always felt good in my hand even before Nina Brown (Meredith high school teacher) and Elizabeth Avery Colton had encouraged me to use it and not feel ashamed, the creative urge gave way during the teaching years to wholehearted interest in directing plays that real writers had written. Dr. Frederick H. Koch, supreme inspirer, kindled the revival fires. After some success with

play writing among my high school girls and boys—Elizabeth Harris, honor student at Meredith a few years ago, wrote a nice play for me—I organized a group of town women into play-writers, with my interest concentrated on producing their efforts. It promised to be unique and was while it lasted. The women, good friends of mine, met with me out of sympathy rather than much interest or real talent as I discovered. Surreptitiously I found myself revising and re-writing their efforts, for there could be no directing of original plays without the plays. When my women tired of creating and would compare chickens and gardens at our meetings instead of protagonists and conflicts, I rather hard-headedly took my pencil in hand. The personality, material, and plot of “Ca’line” were offered to my class, vainly. So “Ca’line” became my first play, and the damage was done. Together with “Judgment Comes To Dan’l” “Ca’line” has been published in *The Carolina Play Book*, “The Evidence,” in collaboration with Leila Taylor Edwards (Meredith) by French, and “His Jewels” has recently been released by the New Theatre League of New York City to be included in an anthology of social plays to be published by Walter H. Baker. There are five full length religious plays that have never been offered to publishers, as well as a number of one-act plays. The necessary revision is always interrupted by a new interest, just as this article is going to end here, so that I can resume work on a three-act play I am attempting.

INTERIOR DECORATING

LELIA HIGGS

There is no doubting that Interior Design and Decoration is one of the most inviting fields, particularly to women. The daily contact with beautiful things which it furnishes is reward enough in itself. The stimulation which comes from season to season in seeing the increasingly large number of finely designed furnishings which the markets afford is one of the most interesting factors of this business. With craftsmen and manufacturers of all the allied trades each season bringing out large numbers of new patterns of various grades in addition to reproductions, the buying public becomes confused by this very abundance. This gives the decorator her opportunity to be of service. Her professional knowledge, practical experience, and business connections equip her to select from the mass of furnishings offered just those things which best suit her client’s need and pocketbook.

To a public awakening to an appreciation of better and more attractive homes the interior designer is the logical connecting link between the desire and the furnished home—finished to the last harmonious

detail. With her understanding of art principles and contact with the industrial world she is in a position intelligently to advise the client who wishes her own ideas to be worked out as well as to plan and assemble furnishings for the client who frankly states, "I don't know what I want. Make my house lovely and suitable to the needs of my family."

For the protection of the public and those of us who are making this business of creating lovely homes a profession, the American Association of Interior Designers and Decorators is constantly raising its requirements, and it is believed that in time the public will discriminate between the commercial house furnisher and the professionally trained consultant.

While in England and France this summer getting those inimitable "first time thrills," I had occasion to make some interesting comparisons in my field among various countries, and I observed with pride that the work of our best American decorators compares favorably with interiors created by Europeans in the same field. I believe I can safely predict that the exhibitions of our interior designers and decorators at the great Exposition to be held in New York in 1939 will be superior to those displayed at the Paris Exhibition.

During the past ten years I have observed with interest the gradual but unmistakable elevation of public taste in my own small community. An increasingly large number of women come into my studio asking for better quality and craftsmanship and for finer design. While my organization is equipped to furnish homes from celler to garret, we are just as interested in helping a client to select a single lamp or pair of curtains which will be in keeping with her room as in the far larger demands of the wealthier clients. While we have been fortunate enough to plan and execute the complete furnishing of a few houses, the bulk of our business is spread out over a number of small accounts—which, my father encouragingly says, is a sign of a healthy business.

Our studio is in the State Bank Building on the third floor—high up enough to be off the beaten track of the completely curious and "sponging" and yet readily accessible to those who wish our services. Perhaps as alumnae you will be interested to know that our small business affords a foyer and two rooms and also a work room where curtains, etc. are made.

It would be impossible to enumerate the many pleasant features of my work, but one for which I am most grateful is the opportunity which it affords to cultivate old friends and to make new ones; and when these friends are appreciative of my work, then, my cup truly "runneth over." Just recently there came to my desk a letter which I have filed away with my most treasured ones. Because this is "all

in the family," I shall share it with you. The letter reads, in part, as follows:

"As I sit here and look at your beautiful work, I am reminded of the old adage 'the rich they rides in chaises, the poor they walks and gazes.' At any rate, this bit of the poor has already had more than dollars' worth of pleasure in gazing, and I am writing to thank you for the beauty you have created and incidentally to enclose my check."

MEDICINE

BESSIE EVANS LANE

This is the usual story of a person who starts out in youth to do one thing—and finds herself doing another. Born near Clio, South Carolina, I received from Meredith College in 1911 a B.A. degree with



Latin as a major. Interest in medicine as a profession, always in the background, superseded all others, and, after several years of idleness, four years of hard work resulted in a M.D. from Woman's Medical College of Pennsylvania in 1921. Then followed a two-year internship at Philadelphia General Hospital ("Old Blockley"), six months of holding "the medical fort" in Raleigh and at Meredith for Dr. Dixon-Carroll while she went on a cruise around the world, and one year as assistant physician in a large mental hospital in New York State. In 1926 began the association with Dr. Dixon-Carroll in Raleigh which lasted until her death in 1934. Since that time, I maintain alone an office in the Professional Building, am physician to Meredith College, and teach Physi-

ology instead of Latin.

Member of Kappa Mu Sigma Honor Society of Meredith, Alpha Epsilon Iota Medical Fraternity, and the usual medical organizations including the Raleigh Academy of Medicine and the medical staff of Rex Hospital—serving one year as president of the latter, and a number of years as teacher of Psychiatry in the Nurses' Training School.

MISSIONS

MAUDE BURKE DOZIER

In Statesville, N. C., on September 18, 1881, another tiny branch was added to the Burke family tree. The name the mother chose for the little girl was Maude, because of her great admiration for Dr. A. T. Robertson's most beloved sister, Maude.

Hilarious days were in store for the younger sister as she tried to *keep up* with her two older brothers. But from early childhood the all-absorbing stories in Sunbeams Band, or the descriptions given by foreign missionaries of the darkness of souls who had never heard of Jesus created an inexpressible longing to go to tell people of other lands about God's love. One night in the summer of her twelfth year after hearing an earnest message on God's great love for a lost world, a soloist sang "There Were Ninety and Nine." The heart of the little girl was completely broken and she joyfully surrendered her heart and life to her Savior. After her baptism a desire for a higher education, and a longing to go to China never left her for a day. Well did she know that the financial condition of her home would not permit such an education. But there was never a day of doubt to the young girl, for she knew that God was calling to service and the way would be opened. Her mother's sympathy and encouragement was with her in all of the plans. Two Sunday School teachers, Mrs. Nooe, and Mr. Thomas, helped in keeping the young girl's eyes centered on fields that were white unto harvest.

The prayer for an open door into Christian education was answered one day when Mr. O. L. Stringfield visited Statesville and said, "Maude, you come to the Baptist Female University (Meredith) in September, there'll be a place for you." There was a place—the club and work in the dining room of the main building. These supplemented the sacrifice that the dear parents made in the old home. The horizon of the college girl's religious life was broadened by the weekly student's Bible and mission classes and the Sunday evening Y. W. C. A. The responsibility in the Y. W. C. A. during junior and senior years was lightened as well as deepened by the counsel of Miss Fannie Heck, for she was the inspiration and guiding star for a young woman working with young women. Dr. R. J. Willingham's frequent visits to the school were the source of encouragement to believe that the doors would open when days of preparations were completed.

College days were over in 1903. A strange realization came over the young graduate on commencement day. "Is this all! Why I do not know anything, I cannot go out into life." A few days later a radiant hope filled her heart when she saw (in the religious papers) Dr. Mullins' announcement that courses in the Seminary would be

open to young women from October. Surely God was leading. Funds were made available. A strenuous happy year followed as she walked over Judean hills with seminary professors as her guides.

God's horizons widened at the Southern Baptist Convention in Chattanooga, and Japan as a strategic mission field with almost none to carry the message, caused deep heart searchings for the young woman whose eyes were earnestly fixed on the foreign field. "The field is the world" surely "The land where the sun comes from" needs to know the Son of Righteousness as the Prince of Peace. "I'll go," was the answer.

"But single missionaries are not sent to Japan. How can you go?" some said. That door had been opened, too, for God wanted another home as a center of light in Japan, and the young woman had answered, "I shall do all I can to make our home radiate the light and warmth of the Light of the World."

In September, 1906, after the vows had been taken the young couple started to their new home across the sea. Twenty-seven years of joyous sowing and reaping followed.

Two children came into the home, bringing blessing and joy. A few short years of mothering and teaching passed, then the question of college education had to be settled. In this, too, God provided as only God can. "Again the obstacles of the Red Sea are overcome and we passed over with great thanksgiving to the other side."

The joy next to seeing a soul born from death and darkness into life and light came into the parents' hearts when God answered their prayers, "Thy will be done," and both of their children came back to the land of their birth to give their lives in His service until there shall be no East nor West.

The shadows deepened one day as the devoted companion slipped away saying, "I know you and the children will carry on." Today she goes on trying to help and encourage the women of Japan in publishing the good tidings of great joy, and strives to help the students of our Baptist schools to make Jesus their Lord and King.

NURSING

VIRGINIA MARSHBANKS

Upon leaving Meredith (in 1909) there seemed little else to do but teach. After a few years as a "dignified school marm," I entered the School of Nursing of the Medical College of Virginia. Since graduation in 1920, nursing to me has been a far more delightful and satisfying profession than I dreamed it could be. After graduation I accepted a position as Superintendent of the C. & O. Hospital at Clifton Forge, Virginia, entering upon my duties with a feeling of tremendous responsibility as I thought of training young women

"to help people to live" in addition to all the other duties of a hospital superintendent. With the following basic points in my philosophy of nursing: that nursing requires a special call; that it needs



more than most occupations a religious basis; and that it is an art in which constant progress is the law of life, I met my first group of student nurses. I am sure no hospital superintendent ever had more loyal and enthusiastic support from doctors, nurses, and the public generally in every plan for advancement and every effort to render more efficient and sympathetic service. Working together we saw the bed capacity of the hospital increased, new equipment installed, more student nurses admitted, and a fine spirit of harmony and cooperation developed.

Beckley Hospital, Beckley, West Virginia, was the scene of my activities after leaving Clifton Forge. Serving there as superintendent of nurses rather than superintendent of the hospital, and operating

with graduate nurses rather than student nurses, we were able to demonstrate very forcefully that nursing is the skilled servant of medicine, surgery and hygiene.

Returning to North Carolina in 1926, I entered upon a ten-year period as Superintendent of Rex Hospital in Raleigh. During this period both Rex Hospital and its School of Nursing were accredited by all of the standardizing agencies, and for the first time in the history of the hospital up-to-date laboratory facilities and physiotherapy treatments were made available. The daily average of hospital patients almost doubled, and the Out Patient Department developed into a busy institution serving more than three times as many people. As a member of the Advisory Council of the National League of Nursing Education, vice-president of the State Nurses' Association, president of the North Carolina League of Nursing Education, chairman of the nursing legislative committee, and a director of the State Nurses' Association, it was easy to keep the student nurses in close touch with the work of the state and national organizations. Of the activities during these years, a prominent Raleigh citizen wrote, "There have been many improvements in Rex Hospital, its equip-

ment, and its conduct. Plans and efforts have ever been for progress without the sacrifice of efficiency, and more than ever before Rex Hospital had been brought to the people of Raleigh, and the people of Raleigh to Rex Hospital." Through a PWA loan and grant secured in 1934, Rex Hospital now boasts a beautiful new \$397,000 plant located on a ten-acre site.

My father's feeble health and his recovery from a broken hip have shifted to our home many of my nursing activities for the past year and a half.

To Meredith alumnae who are undecided about the profession they shall choose, I should like to suggest an investigation of the opportunities in the nursing field. There is probably no profession today holding greater promise for young women who are well trained and capable of filling executive positions.

PAINTING

MARY PAUL TILLERY

Several years ago Norman Rockwell did a cover design for the *Saturday Evening Post* showing a young artist in an April shower racing for shelter, weighed down with easel, canvas, paint brushes and palette. This pictures so well the trials of an artist and is so much like me that I really should submit it.



Painting, or any creative work, requires more leisure than a teacher ever has to give and it is only because of "Miss Ida's" interest and understanding that I have been able to do anything at all. She has been my creative urge, teaching me to *see*, and to *want* to paint, and to study wherever I happened to be.

I spent one summer at the Paris branch of the New York School of Fine and Applied Arts, another touring Europe with the Bureau of University Travel, which is a lecture course by nationally known professors of art, and another studying with Hugh Breckenridge in the Gloucester School of Painting.

However, art schools and travel abroad were not necessary for me to realize that there was a wonderful variety of subject-matter right here at home, begging to be painted. I have attempted North Carolina landscapes, negroes, shacks and clotheslines—even flowers and sunsets—some of which have passed the jury in the annual exhibits of the Southern States Art League and the North Carolina Annuals held in Raleigh and throughout the state.

A portrait of my sister, Doris, was exhibited in New Orleans and selected for the circuit show of the Southern States Art League, which traveled as far north as Washington. About three years ago I painted a portrait of Dr. Spillman, which is now hanging in one of the classrooms of Wake Forest. At present I am making a desperate effort to keep "Miss Ida" still long enough to get her portrait finished and ready to present at commencement.

SOCIAL SERVICE

CHLORIS KELLUM

I think that the field of Social Work and my part as Director, Employment Division, Works Progress Administration, in North Carolina, can be better told in a general rather than personal article.



The field of Social Work is concerned with people and their needs. Social work discovers the individual who is caught in the social and economic disorders of today. It attempts to explain to society the conditions under which the individual lives and how he is prevented from leading a life worthy of a human being. The Social Work field is centered in depicting facts of maladjustments in human welfare and human relationship, to the end that through this knowledge of conditions, society will endeavor to give every individual a wholesome living.

In North Carolina, prior to the Federal Government's participation in relief, the few private agencies and the Public Welfare Department attempted to meet the need in a courageous, but pathetically inadequate manner. The depression brought Federal participa-

tion in meeting human need. In every county in North Carolina, a relief office was quickly set up, and a staff was obtained. There were few trained and experienced social workers available to do the job, so the State as a whole set out to meet an emergency, learn how to do the job, and grow through experience. The aim, human suffering was lessened, and growth was attained.

The Federal Government, while meeting the emergency, attempted to plan a long-time program out of which came Social Security and the Works Progress Administration. Under the insurance phase of the Social Security Program, a worker could realize security during periods of unemployment and at the end of his earning days. Under the Public Assistance phase of the Social Security Program, an individual who, because of age, physical condition, or dependents, was not self-supporting, could find security.

A worker who was in need and physically able to work could find security in the Works Progress Administration.

In North Carolina, the Emergency Relief Program was liquidated before the Public Assistance phase of the Social Security Program became effective. The Works Progress Administration was in existence six months prior to the liquidation of the Emergency Relief Administration. It attempted to absorb those people receiving relief who were employable and carried on its program, groups who would normally fall under the care of the Public Assistance phase of the Social Security Program. North Carolina had and still has no direct relief. The county outdoor poor relief funds were small, so in the winter of 1935, during the change of programs, many individuals suffered.

There is a need in North Carolina for a well-rounded program of social work, with adequate funds to meet the human need. The Works Progress Administration finds itself with seventy percent unskilled labor, which points to the need of vocational education and training. One-third of its working load are women who are the economic heads of families. Aged and blind persons and dependent children are not receiving adequate grants with which to maintain decency under the Public Assistance phase of the Social Security Program.

A social worker in North Carolina can always be found busy pointing out to society the effects on the individual of unemployment, under-employment, disease, malnutrition, family desertion, vocational maladjustments, and bad housing. She attempts to meet the need as best she can under present operating programs.

TAXIDERMY

ROXIE COLLIE

Taxidermy is one of the arts that has only in recent years become an art. Years ago it belonged more to the upholsterer's trade. Animals were really stuffed then. The modern method consists of modeling a form, according to the measurements of the animal, and putting the skin over it. That procedure is what I have been trying to learn for the past five years. To be able to give a dead animal, large or small, a lifelike appearance requires a knowledge of the habits and anatomy of that animal as well as the proper use of tools, such as brushes, modeling tools, saws, hammers, and knives.



On May 31, 1932, Meredith College conferred upon me an A.B. degree with majors in General Science and Math. After vacationing for three or four days, I began work without pay at the Museum, and after serving an apprenticeship for five years, I was appointed State Taxidermist by Commissioner of Agriculture W. Kerr Scott.

My first assignment after coming to the Museum was to check over the alcoholic collection. There I came in contact with marine invertebrates, preserved fishes, snakes, and amphibians. After that, I checked over the collection of bird skins. It was about this time that my interest in taxidermy began to develop, so I tried not only birds, but also fish and mammals.

The work of a taxidermist under ordinary conditions is not what you might call thrilling nor is it monotonous. Here at the Museum a day seldom passes without some specimens being brought in to be identified. One never can tell what will show up.

Most of the specimens received are ones commonly found in this state. Occasionally, a rare animal is presented to the Museum such as a whale shark which wandered too far South and got caught in a fisherman's net off the Carolina coast. Only recently a rare species of sunfish was caught. Of course, a little excitement is aroused in cases like that. If the specimens are as large as the above were, the

basement workroom becomes a room of odors before notes, casts and dissections are made. But who minds? Not the taxidermist.

Collecting trips are considered vacations even though the candle may burn way into the night in taking care of specimens. Three summers I spent at the Marine Biological Laboratory at Beaufort, N. C. The summer of 1934 I worked on an E. R. A. project doing research work on the embryology of the Black Skimmer. My chief duties were to prepare skins and care for all young birds collected. The next two summers I collected and preserved specimens of marine invertebrates and fish.

TEACHING

LOUISE FUTRELL

I am much too busy running a private school to take time to write about it. But since Mae Grimmer had done me the honor to ask me to represent the private school field (there being no other alumna so far as I know engaged in this pursuit) I fell for her line in a weak moment.

Summit School is located in Winston-Salem and is now four years old. The name itself is significant and was chosen to fit our insignia, which is a pyramid with Personality, Individuality, Originality forming its base, ascended by steps to the summit. The school is housed in a residence which adapts itself very easily to the needs of a small school.

The first year we opened with eighteen pupils and three teachers and used only the lower floor of the building. The next year our enrollment doubled and we expanded to the second floor. Each year thereafter the number of students increased, more classrooms were put to use, new teachers added and the course of study broadened. At the beginning of our fifth year we have four times the original enrollment. Our teaching staff numbers six and we boast of a principal, business manager, and secretary in addition. We offer work in grades 3-8, with seventeen in our largest class and six in the smallest.

Our school day begins at 8:30 and all classes end at 1:00 when the children go home for the day unless they have an afternoon club or extra curricular activity. No afternoon activities are compulsory, but pupils are limited to one sport and one club. Sports, both tennis and riding, dramatics and puppets, student council and newspaper staff meetings make up a diversified program of activities. Upper grade pupils are eligible for the Glee Club which is a part of the day's work. Music and art are taught by specially trained teachers. At present we have for these subjects two Meredith girls who are proving a credit to their Alma Mater—Ruby Johnson McGlaughon

and Effie Raye Calhoun. French is begun in the third grade and taught throughout the grades. We have a supervised morning play period for both the lower and upper groups and this is followed by a mid-morning lunch of milk or orange juice and cookies.

The work is fascinating. There is no red tape. Each teacher is free to use initiative and work out her own ideas. The problem of discipline is reduced to a minimum, because our children are happy at school. The pupils are well above average in ability and background. They have read and traveled a great deal. One third grader has had two trips to Europe and one around South America. We encourage creative work both in school subjects and activities and it astonished us at times to see the capacity of the children for this sort of thing when the opportunity is provided.

I am so full of my subject that I never tire of extolling the virtues of a private school, but my readers may be more interested in other fields of alumnae endeavor; so I'll not try their patience further. If you should see us in action, you would think we were more like a six-ring circus, because there are so many things going on all the time.

Who, Where, and What Among the 1938 Reunion Classes

1905.

Dora Falls (Mrs. E. E. McDowell) of Cherryville has been teaching Math. in the local high school and serving as adviser of the eleventh grade since 1920. Her daughter, Sue, attended Meredith and Limestone and is also a teacher.

Irene Haire (Mrs. Richard Wilde) lives in Los Angeles, California. She writes, "My chief interest is poetry. It has been my good fortune to win several prizes in local and national poetry contests, including first prize in Southern California Festival of Allied Arts for 1936, first and second in the same Festival for 1936, first prize in The Chattanooga Writer's Club's Annual Poetry Contest for 1937, first prize in North Carolina State Poetry Contest for 1930, the Savannah prize in the Georgia State Poetry Contest 1937, and many others of less note. I am a member of The California Writers' Guild, The League of Western Writers, and The Southern California Women's Press Club in which I have been favored with first prizes in poetry for 1936 and 1937. My work has appeared in many anthologies of poetry, including the recent *Contemporary Women Poets*."

Bessie Rogers (Mrs. Millard Rewis) is now living in Swarthmore, Pennsylvania, having moved from Atlanta, Georgia, in 1934. She writes that her son, Millard, Jr., is at Candler School of Theology, Emory University, studying for the ministry, having received his A.B. with a major in Fine Arts from Emory in 1936. Her daughter, Lydia, is a junior at Moore Institute of Art and Philadelphia School of Design, having won a four-year competitive scholarship there; also she is doing special work leading to a B.F.A. degree. Mrs. Rewis hopes to "carry on" with her art at the Pennsylvania Academy of Fine Arts when her children are "launched." She says that Grace Noll's poem "Bread" gives in part the answer to what she is doing.

Edith Taylor (Mrs. E. B. Earnshaw) of Wake Forest writes, "I do office work, Sunbeams, gardening, housekeeping, parties, also a little writing. Won't somebody offer to teach me to tat, in order that I may fill my spare time?"

1906.

Kate Beaman (Mrs. Carrington E. Barrs) lives at 1668 Osceola St., Jacksonville, Florida. She has three children, the youngest Carrington, Jr., being this year a junior at the University of Florida. The second, Kathryn, graduated one year ago from Florida State College for Women. The oldest, Dena, is now married to Capt. J. E. Wood of Ft. McClellan, Anniston, Alabama, and has a daughter four years old. Mrs. Barrs writes, "I surely would send you one of my

grandchild's pictures if I had a suitable one. She is a darling! I am active and always busy in either Welfare, Civic, Church, Music or Garden Club Work. (Sometimes in all of them at the same time.) We have a citrus grove further down south where Mr. Barrs and I enjoy many week-ends."

Mary Johnson (Mrs. Charles F. Lambeth) lives in Thomasville; says she is doing nothing!—just being housewife, mother of four, and mother-in-law of one.

1907.

Rosa Barrow (Mrs. S. M. Bumpass), 102 S. Mendenhall St., Greensboro, is teaching second grade in McIver School.

Margaret Bright lives in the old home place at New Hill. She is president of the local Alumnae Chapter, and is interested in everything "Meredith."

Stephens Carrick (Mrs. C. W. Hewlett) for fourteen years has been in Schenectady, New York, where her husband is a research physicist for the General Electric Company. She has three children: Mary Stephens, sophomore at Cornell, majoring in Math.; Clarence Wilson, Junior, senior in high school, who will probably enter Harvard next year and major in Astronomy or Physics; Nancy Carrick, ten years old, who wants to be a professional dancer!

Ethel Carroll (Mrs. R. M. Squires) and her dentist husband have lived at Wake Forest for twenty-five years. Three of the daughters have been graduated from Meredith and are teaching in various high schools. The fourth daughter and one son are now at Mrs. Hill College, while the other boy is just entering high school. "Home, church, and community claim so much time," she writes, "that I despair of ever getting at the bit of writing which I have long wanted to do. Recently and now a chief concern of mine is the promotion of character education in children, the building of happy homes and successful marriages. To study now brings far more joy than in the college days."

Foy Johnson (Mrs. James S. Farmer) lives at "Tenacres," Route 1, Raleigh; keeps house; does as much church work as she can; helps with P.T.A.; is on the Executive Committees of State W.M.U., Meredith Board of Trustees, and General Alumnae Association; has written a book, "At the Gate of Asia." She has two children: a daughter, second year in high school; and a son in the sixth grade. She writes "they are often mistaken for my grandchildren!"

Ona Elizabeth Long (Mrs. George F. Rutzler, Jr.) lives in Monroe, and insists she has done "nothing unusual" since leaving Meredith. She is actively interested in church, club and music work and enjoys a certain amount of social life; is "always greatly interested in Meredith and especially the girls of 1907."

Bessie Parker (Mrs. C. G. Parker) of Woodland, is doing the same thing that she's done for the past twenty-six years, according to her claim. Two daughters have been graduated at Meredith; a third is a freshman now. The twin boys are in the ninth grade; so she'll be changing to Wake Forest after a little.

1908.

May Baldwin (Mrs. J. E. Turlington) of Gainesville, Florida, writes, "I'm just a home-maker as I've been for most of the years since 1908. My husband died in 1934, so I'm 'carrying on' as best I can. I have two sons who are seniors at the University of Florida; one son is a senior in high school, and the youngest is in the third grade. My daughter teaches Latin and English at High Springs, Florida. My eldest son is married and lives at Clinton, N. C. My second son is also married and has a little daughter; so I am a grandmother!"

Dora E. Cox of Winterville says, "Life! Death! Resurrection! That order seems to apply to Meredith's daughters, does it not? Soon, again the class '08 is to be numbered among the resurrected and I am one of them. Strange to say, all the resurrections thus far have failed to change my name, home town, or occupation. I am busily engaged doing just the 'common things' of life—but not in an 'un-common way.' For that reason, a resurrection is necessary for me. While on the eve of another, I am delighted at this opportunity to extend love and greetings to the whole Meredith family."

Annie D. Denmark is at Anderson College, Anderson, South Carolina. Since 1928 she has been its president; from 1917-1928 she served in other capacities. She was president of the Southern Association of Colleges for Women, 1934-35; author of "White Echoes," 1932; attends summer sessions at Chautauqua Institution, New York.

Margaret Faucette (Mrs. B. Moore Parker) of Raleigh, runs the "Parker House" on Edenton Street; has been a widow since 1918. Her one son, James Moore Parker, is a junior at the University of North Carolina, and is a member of the S.P.E. and Phi Mu Alpha fraternities.

Ethel Parrott (Mrs. Julian T. Hughes) of Kinston, finds a great deal of pleasure and satisfaction in teaching arts and crafts to the mentally deficient at Caswell Training School. She keeps house for her husband and herself; finds some time for painting and modeling, especially in the summer months; does church and club work, all of which keeps her rather busy. "Joy in work" is still her motto.

Ada Shearin (Mrs. W. W. Parker) lives in Henderson; has been a widow since 1933; has one daughter, Peggy, eleven years old in the sixth grade. She has a private class of piano pupils and is connected with the Henderson High School; is superintendent of the Tar River Association of W. M. U.; president of the Henderson-Warren-

ton Meredith Alumnae Chapter; is active in church and club work, and plays the organ occasionally.

Bess Tilson (Mrs. Charles Sprinkle) lives in Weaverville and cares for three big sons and her husband. She says that her home making takes all her time, but is not "outstanding enough to write about."

1913.

Viola Alderman (Mrs. B. E. Barrett) of Durham, teaches at Lowe's Grove School. Her daughter, Sara, is a sophomore at Meredith College.

Sallie Camp (Mrs. Burton J. Ray) is still living in Franklin, Virginia. Her greatest interest is her two boys—Bob at Cornell University, and Jack at Woodberry Forest School, Woodberry Forest, Virginia.

Lucy Grindstaff (Mrs. Ralph W. Howell) of Biltmore Forest, Asheville, is just one of millions of "unhonored and unsung" American house wives—so she says! She is quite interested in the building of a new home and, of course, in her only child, Anne, who is a sophomore at Hollins College.

Harriet Herring is at Chapel Hill doing industrial research in the Institute for Research in Social Science at the University. She has written a book, "Welfare Work in Mill Villages: the Story of Extra-Mill Activities in North Carolina."

Gertrude Horn (Mrs. T. C. Wagstaff) of Roxboro writes, "As Irvin S. Cobb said in one of his stories, 'you had no idee ob de agger-vations dat beset de directah ginerah ob de same, ob which Ah am de whom.' Last week I had to attend an institute in Chapel Hill. I had luncheon with Harriet Herring. I have been doing relief and welfare work since 1933 and have been superintendent since our welfare department was organized in October, 1936. Since our county is small, our staff isn't very large. I have a stenographer and two case workers. T. C. is a senior in high school, and Robert is in the sixth grade."

Bernice Kelly (Mrs. Herbert H. Harris) lives in Seaboard, and is greatly interested in the field of drama.

Iva Pearson (Mrs. Eugene Olive) now lives in North Wilkesboro, where her husband is pastor of the First Baptist Church. She is the mother of a nine-year-old daughter, Emily Caroline. According to her husband, she is a "home-maker par-excellent and finds time to do with skill and thoroughness many things in church and social life." Since Emily has been of school age, she has given her and a few of her little friends instruction in music. She and her family send cordial greetings to the college and the alumnae.

Karen Ellington Poole (Mrs. C. Walton Johnson) is at Camp Sequoyah, Weaverville, eighteen miles from Asheville—a Western North Carolina beauty spot. She is mothering three children; help-

ing her husband build and create a master camp for boys who come from twenty-five states; and is chairman of the Junior Music Clubs in Western District of the State.

1918.

Hattie Beasley (Mrs. George S. Lee, Jr.) lives in Monroe. Since the death of her husband in July, 1933, she has worked in the Welfare Department, being Superintendent of Welfare for Union County. She is on the State Democratic Executive Committee. Her daughter, Diana, is even years old.

Ellen Brewer of Meredith College writes, "With the exception of two years spent in further study, it has been my privilege since graduation to remain at Meredith and teach home economics. And a privilege it is, for in addition to the pleasure derived from the work itself, there is the constant joy of seeing again classmates and friends who come back to visit the college. The years have passed quickly, but their number was impressed on me two years ago when I first taught a daughter of one of my classmates."

May Carter (Mrs. C. E. Blackstock) lives in Weaverville. She writes that she is crazy about the country and hopes to continue living there. She has her own individual flower garden, which is ten feet wider than the lot on which she lived in Asheville. Her activities outside the home are taken up mostly with the A.A.U.W., being president of the Western North Carolina Branch—the largest branch in the state. Her son, Clarence, Jr., is ten years old. Her husband maintains a law office in Asheville.

Jeannette Current is at present with the U. S. Department of Agriculture, Farm Security Administration, as Home Supervisor in Forsyth, Yadkin, Stokes and Surry Counties, with headquarters in Winston-Salem.

Hettie Farrior lives in her own house at 112 Montgomery Street, Raleigh. She is teaching the sixth grade in the Mt. Vernon School. Her latest project has been building a house in Wilmont, near Meredith. "It is a pleasure," she says, "to hear the bells ring again and to have my friends over there walk over to see me. I am looking forward to our reunion in the spring and to having my classmates visit me."

Kate Matthews since 1935 has lived in Raleigh, working in the law office of her cousin, R. L. McMillan. She enjoys her work, finding it varied and interesting. As it is an all-year-round job, she spends most of her time in Raleigh, where she and her mother do light housekeeping.

Irene Mullen (Mrs. H. H. Green), whose address is Route 1, Morrisville, has two daughters—Marguerite Ruth, sixteen, and Mary Ellwood, five—and three sons—James Ray, fourteen; Hubert Carlton,

eleven, and Ralph Bernard, eight. She is planning to send her older daughter to Meredith next fall.

Grace Olive (Mrs. J. Lester Lane) is living in Greer, South Carolina, where her husband is pastor of the First Baptist Church. She has three children—two boys and one girl. Her daughter, Olive, only two years old, is planning to come to Meredith.

Myra Olive says that her whereabouts has not changed for ten years. She is in Thomasville teaching in the Mills Home High School, and feels that only a "crowbar could move her."

Ethel Parker (Mrs. W. C. Laney) lives at Brookford, near Hickory, where her husband is pastor of the Baptist Church. Her time is taken up, largely, with her four children, and her home. She does church work and teaches music.

Carmen Rogers is at Beaver College, Jenkintown, Pennsylvania. She received her Ph.D. degree from Cornell in 1933. "As to 'who I am,'" she writes, "I can claim no surname changes since 1918. As to location, fate has set me in a dean's office in a college of seven hundred students in suburban Philadelphia—within talking distance of Madge Daniels. After putting themes aside for the summer, I tried to make Europe interesting to twenty-five Americans (in part by providing glimpses of the Windsors, Mussolini, and Hitler), and then browsed for a time in the British Museum. One of my strongest hopes is to be at Meredith for the reunion in 1938. I'm keeping fingers crossed, and if rabbit feet will help, I'd like a whole box full of the Tar Heel brand. Greetings to Meredith and especially this time to the 1918's."

Bessie Stanton (Mrs. Romulus F. Hall) is in Lillington, the busy wife of a Baptist minister. Her time is taken in caring for three children, keeping house, assisting her husband in various church activities, and aiding in the local Parent-Teacher's work.

Ruth Trippe (Mrs. Randolph Butler) lives in Rocky Mount; has two children, Randolph, Jr., who is in the twelfth grade in high school (he's a taxidermist and keeps the home looking like a museum, his mother says), and Katherine, who has just entered high school. Ruth writes that she still adores music (just as she did in college) and spends all her spare cash on it.

1924.

Marion Allen (Mrs. I. R. Burleson) of Albemarle keeps house for her husband and his little five-year-old grandson.

Joy Beaman (Mrs. Wm. K. McGee) has been in Thomasville since 1935. She has three little girls who keep her busy; besides she helps her husband who is pastor of the Baptist Church. She enjoys the association with nineteen other Meredith girls there.

Vera Dixon is busily engaged in teaching history in the Thomasville High School.

Elma Fleetwood (Mrs. Harold Moore) of 706 Ramapo Road, Teaneck, New Jersey, lives next door to her sister, Thelma. She has one little girl, Evelyn, six years old, who, with her husband and house, keeps her busy.

Thelma Fleetwood (Mrs. Frank C. Moore) enjoys her next door neighbor, her sister, in Teaneck, New Jersey, to the extent of extending her backyard, making the two as one. Her little girl, Barbara Fleetwood, is five and one-half years old.

Marie Fleming (Mrs. W. Sturges Collins) lives at Manson, near Henderson. She has one son, Billy Van, six years old, who started to school this fall. Among her activities are her teaching of piano and public school music.

Grace Francis (Mrs. Oscar J. Smith) of Route 4, Hendersonville, is a homemaker. For three years she has been superintendent of Carolina Association of the W.M.U. She has one little three-year-old girl, Betty Esther, who is already slated for Meredith College.

Frances Haywood of Mount Gilead is a very enthusiastic teacher. She says that she deals with the finest high school boys and girls in North Carolina, and they are her own home town youngsters.

Elizabeth Kimzey is in Angier teaching the fifth grade at the public school.

Alice Kluttz (Mrs. L. P. Strider) lives on a small farm out of town, but expects to move to Asheville soon. She does not find it hard to stay busy with housekeeping for her husband and four children—a girl, 11, and three boys, 9, 5, and 3.

Anna Warren Lawrence (Mrs. C. L. Walton) of Glen Alpine is the busy wife of a doctor. "Besides the great task of rearing three youngsters, my time is divided chiefly between answering the door bell and telephone. Lest any of you should be seriously considering the role of a doctor's wife, I warn you—the telephone and door bell know no distinction between night and day!"

Katherine Nooe is teaching French and Spanish at Mitchell College, Statesville.

Gladys Strickland is now at Campbell College, Buie's Creek. "My first year out of college," she writes, "I taught English at Salemburg High School, and since have been teaching English and French at Campbell College. I received by M.A. in English at Cornell in 1927. In the summer of '28 I toured nine European countries and attended the regular summer session at Cambridge University. I like teaching better every year. (Maybe I'm learning how to teach!) The 'G. S.' of my name means 'Going Somewhere' in summer."

Mabel West of Wake Forest says, "I am just another old maid school teacher, having taught for several years in the high school English department here. At present I am teaching the sixth grade."

Naomi Wilson is a beauty parlor operator in New Bern.

Wilma West (Mrs. C. H. Pinner) of Mt. Olive is housekeeping for her husband and two girls, 4 and 7.

Frances White (Mrs. J. Thurman Madry) of Scotland Neck, has two children, Peggy White, 4½, and Patricia Ann, 7 months. Her activities have included teaching for three years in Smithfield; studying with the Westminster Choir School for two years, touring United States and Europe; teaching—head of Voice Department—at Limestone College; society editor of *Scotland Neck Commonwealth*; choir director in Rocky Mount and Scotland Neck.

1925.

Catherine Bobbitt (Mrs. W. Osborne Lee) of Lumberton has two children, Elizabeth, 9, and Osborne, Jr., 3.

Ruth Shaw Britton (Mrs. W. H. Smith) gives her address as Country Club, Salisbury. She has one little boy, 2½.

Monta Clark (Mrs. Loyd Thomas Wood) lives at Patterson Springs, about five miles from Shelby. Her husband is principal and supervisor of the schools of the No. 3 System. At present she is specializing in child training, having four children (two girls and two boys), and in home management. For recreation she reads, writes, and paints or sketches. Teaching the Beginners' Class at the Patterson Springs Baptist Church is her greatest outside activity.

Mary Covington (Mrs. A. R. Avent) has been living in Florence, South Carolina, for nearly two years; has two children, George, 7, and Catherine Ann, 3.

Annie Elkins of Whiteville has a private studio, teaching piano, which she enjoys. Last summer she taught piano at the Kennedy Home, Kinston, a branch of the Baptist Orphanage.

Lillian Shanks Evans (Mrs. Lionel Parker Perkins) lives in South Boston, Virginia. She has one child, Lionel, Jr., 3½. Her husband has a Rexall Drug Store, "so whenever any of you Meredith folks are around about, stop in and see us and have a drink on the house."

Naomi Hoentt (Mrs. David Chambers) of Kenansville says that she is living in the "Land of Goshen" on a big farm with plenty of work to do.

Virginia White (Mrs. S. S. Flythe) of Fieldale, Virginia, gives her family, consisting of her husband, two boys and one girl, as her first interest; and fixing up her new home as her second. She is a member of a book club, bridge club, church and its societies, and is always eager for Meredith news.

Ruby Harville (Mrs. Alvah Boyles) lives in Thomasville. She speaks of her "placidly contented" eight years of married life with enthusiasm. Her two sons, one four and the other over a year, are scheduled for fine football material for Wake Forest.

Virgie Harville (Mrs. William English Tomlinson) is still in Thomasville, where she has always lived. She is having a glorious

time being the proverbial domesticated housewife, and rearing two future presidents for colleges—one for Wake Forest, and one for Meredith.

Dorothy McBrayer is teaching in the High School at her home in Shelby, following her interests in English and dramatic work.

Mary Blount Martin is at her home in Hickory. She makes gifts, specializing in baby things; and is particularly eager for news of the class of 1925.

Edith Maynard is teaching the fourth grade at Pikeville.

Velma Poplin is teaching the first grade in the State School for the Blind in Raleigh.

Beatrice Townsend (Mrs. Leo B. Buie) lives in Bladenboro, and is keeping house and teaching school.

1926.

Hazel Baity is librarian at South High School, Winston-Salem.

Daisy Barnwell (Mrs. Charles Richard Jones) of Washington, D. C., for a year and a half has been filling a position as registered nurse, secretary for an English baroness part of the day, and keeping house for her husband the rest of the time. She is busy and happy.

Grace Blalock (Mrs. Dave P. Mast) is in Blowing Rock, where her husband is principal of the school. Teaching takes up part of her time.

Oleene Braswell (Mrs. James Clontz) of Clinton says that she has taught since her graduation. She is teaching now at Taylor's Bridge School near Clinton and is not keeping house.

Katherine Cooke (Mrs. G. Edgar Joyner) lives in Rocky Mount and gives as her main occupations keeping house and rearing two husky children—Frances, 4, who will eventually enter Meredith, and Ed., Jr., 3.

Blanche Current (Mrs. C. A. Furr) of Woodleaf writes that since 1934 her time has been chiefly occupied with the care of twin children, Flora Catherine and Carl, Junior. Of interest is the note that they were mascots of the last spring senior class of the local high school, of which their daddy is principal.

Bernice Hamrick (Mrs. Clyde R. Hoey, Jr.) of Canton writes that she can think of nothing "smart or cute" to tell about herself, but she's happily married and leads the exciting life of a not too good housekeeper.

Jennie Mae Hartsfield of Wilmington for the past six years has been teaching in the Heneway Elementary School. She does church work and is greatly interested in music.

Minnie Herrin (Mrs. Fletcher Lambert) lives in Statesville, where her husband is pastor of the Front Street Baptist Church. She helps

as much as possible with church work—when her two little boys, Jimmy and Harold, don't claim her time.

Betty Hewlett (Mrs. A. D. Hurst) of Wilmington is busy with her two-year-old twins, Betty and Billy.

Matle Honeycutt (Mrs. B. H. Kopp) of Hackensack, New Jersey, besides keeping house—a three-room apartment not far from the George Washington bridge and the “big city”—does secretarial work for her husband, who is connected with the Public Service Electric and Gas Company.

Julia Horner is teaching school in Fayetteville at Massey Hill and enjoys her work.

Margaret Lineberry (Mrs. R. H. Owen) is practicing medicine in Canton with her husband, whom she also assists with his surgery. Margaret Joan is two years old, and Robert, Jr., six months.

Theresa Newton (Mrs. W. C. Dicksey) of Burgaw is enjoying a quiet home life, but busily engaged in a great deal of church work.

Jessamine Oldham at Burlington is teaching the seventh grade in Fisher Street School. She writes interestingly of attending the Baptist World Youth Conference in Zurich, Switzerland, and touring ten countries of Europe during the past summer.

Elizabeth Purnell (Mrs. W. R. Rand) of Garner leads a busy life keeping house for her husband and two daughters—Betty, 3, and Billie Frances, 6 months—doing church, P. T. A. and Woman's Club work.

Pauline Sawyer (Mrs. M. K. Young) of Greensboro expresses herself as a happy housewife, chauffeur, and traveling companion for her husband who travels in five Southern States.

Janet Sikes is at Shriners Hospital, Greenville, South Carolina. She is now operating room supervisor, being an R. N. of Roosevelt Hospital, New York.

Doris Tillery is at Meredith College teaching mathematics and assisting in the library. She obtained her M.A. from Duke University.

Lois Waller is teaching at Raeford.

Margaret Wheeler (Mrs. Harvey N. Kelly) lives in Burlington. She has one son, Neal, Jr.

Margaret C. Wilkinson of Belhaven is teaching mathematics and geography in the grammar grades of the public school.

1927.

Mabel Andrews (Mrs. R. W. House) has lived in Monroe since her marriage in 1932. She has one son, David Weldon.

Odessa Arnette (Mrs. Duncan T. Memory) gives her address as E. Shallowford Road, Chattanooga, Tenn. Since 1931 she has lived the unsettled but interesting life of a civil engineer's wife. She has two little boys, Thomas McNeill, 3, and Donald Wayne, 1. She and

her husband will be at home to all Meredith alumnae and N. C. State alumni during the summer of 1938 at Riverton, N. C., where Mr. Memory spent his 1937 vacation building a log hut.

Ruth Best (Mrs. A. C. Jackson) lives at 1714 Nun Street, Wilmington. She deserted teaching in 1935.

Mildred Braswell (Mrs. Wade E. Funderburk) of Pageland, South Carolina, besides teaching the fourth, fifth, sixth and seventh grades, goes with her husband on Saturdays and Sundays to his seven country churches.

Pearl Canady (Mrs. Faison Wells McGowen) lives in Kenansville, the county seat of Duplin.

Julia Mae Cooke (Mrs. Wm. W. Shingleton) of Wilson is a busy wife and mother. She has four children, three boys and one girl, who consume most of her time.

Mary Crawford (Mrs. Chas. S. Norwood) is living in Goldsboro, and "I'm doing just what other housewives and mothers are—planning meals, reading Mother Goose, and balancing the budget. All in all, it's a great life—not exciting but very satisfying!"

Elizabeth Graham (Mrs. Eugene L. Wall) of Lilesville, is teaching the fourth grade in the public school there.

Alberta Harris of Gibson has a most interesting occupation. For the past two years she has worked for a company that handles all kinds of promotions: fashion shows, beauty pageants, state conventions, etc. The next promotion will be in connection with the Blue and Gray Reunion in Gettysburg, Pennsylvania, in June, 1938.

Margie Harrison (Mrs. P. E. Berry, Jr.) lives in Western Port, Maryland, the wife of a doctor. She has one child, Edwin Berry III.

Margaret Haywood of Troy is enjoying teaching in the high school and rounding out a decade of her efforts in the same place.

Odessa Hightower lives in Spartanburg, South Carolina, and is proofreader for the *Spartanburg Journal*, a daily afternoon newspaper.

Margaret Lassiter (Mrs. W. C. Conner) lives in Rich Square; keeps house; and has two children.

Ruth Leary (Mrs. W. R. McRackan, Jr.) lives in Whiteville.

Ruth Lilley (Mrs. A. R. Creekmore) of Fentress, Virginia, has a little girl, three years old, Joan, who talks of going to Meredith when she is a big girl.

Mary Little (Mrs. Oscar N. Henley) is now living in Florence, South Carolina. She says that she gets little done except keeping house for her husband and four-year-old son.

Mary Garnette Martin (Mrs. T. Bryant Hough) lives in Garner. "One of the nice things about being married to a Methodist preacher and moving around," she says, "is always having some Meredith girls

as neighbors." She has one daughter, Mary Jane, who is eight years old.

Elise Matthews (Mrs. James Albert Bridger) lives in Bladenboro. Her son is six years old, and her daughter ten months; so it is not hard to understand that she is busy.

Glennie Lee Morgan of Mercy Hospital, Charlotte, is a member of the technical staff as medical and X-ray technologist; and is teaching chemistry in the Nurses' Training School.

Valeria Belle Nichols (Mrs. Gilbert Foster) of North Wilkesboro has one son, Gilbert.

Mildred Oliver is finishing her secretarial course at Strayer College in Baltimore. She is planning to work in the Unemployment Compensation Commission in Raleigh when she finishes her course.

Clyde Parrish (Mrs. Manly Mason) of Newport is keeping house. Her two children are Jean, 7, and Manly Hyde, 3.

Carolyn Peacock (Mrs. Gordon Poole) lives at Cavendish, Vermont, where her husband is pastor of the Baptist Church. Before marrying, she received her M.A. at Oberlin, and taught in the English Department at Meredith.

Olive Pittman (Mrs. David Crenshaw Worth) lives on a dairy farm just outside Raleigh; has one daughter who will be three years old in February; and is teaching English and Latin at Peace Junior College, Raleigh.

Clarissa Poteat of Atlanta, Georgia, writes, "I am the manager of the College Annual Department of an engraving company, The Wrigley Company. I thought I was through with annuals when I left Meredith, but I have been saddled with them all these years. I design the annuals for Emory University, University of Georgia and others and am about run crazy with them at times. In the summer I do commercial art at this same place when I am not trying to think up new ideas for yearbooks. I have a lovely apartment, am crazy about Atlanta (I have been here eight years) and have a grand time generally. This is my story and I am stuck with it."

Izorah Reese teaches English, French, and Latin in Dana High School, Hendersonville, and is much interested in church work in which she holds various offices.

Mary Elizabeth Taylor is at Supply teaching the third grade.

Willia Thompson is at Mount Hope, West Virginia, teaching French and Latin in the high school. She received her M.A. from the University of West Virginia in 1935.

De Lesline Tyner is at her home in Lowe. After receiving her M.A. in music from Columbia University, she taught for a while at Blackstone College, Blackstone, Virginia. For several years she studied voice and dramatics under private teachers and did radio work in New York City. Last winter during the tourist season, she

was hostess in the recreation car of the Atlantic Coast Line—"Florida Special."

1928.

Mildred Allen (Mrs. James Ervin Adams) lives in Warrenton. "I am nurse for my four-year-old son, James Ervin, Jr., cook, housekeeper, chauffeur and many other things besides attending to all of my father's business affairs."

Elizabeth Brewer (Mrs. Marcus V. Griffin) of Wingate has one son, Tommy Brewer, 21 months old.

Margaret Broadhurst (Mrs. L. S. Overstreet) is in Norfolk, Virginia, working with the Travelers Aid Society.

Ellen Broadwell is in Jonesboro teaching social sciences in the high school.

Ruth Brookshire (Mrs. John E. Welch) gives her address as 158 Westwood Place, West Asheville. She is teaching math. in Woodfin High School.

Mary Browning (Mrs. Buford Cromer) is teaching school at Waxhaw. She has one son, William Browning, called "Bill."

Elizabeth Buffaloe (Mrs. Council M. Scott) is in Raleigh, head of the music department of Hugh Morson High School.

Mary Cheves lives in Raleigh, and is keeping books for the Fleming Dental Laboratory, Professional Building.

Charlotte Curtis (Mrs. C. L. Quarles) lives at Sandy Level, Virginia. She has one daughter, Anne Ramsey, who is four years old. She is continuing her interest in music by teaching piano in the local school. "Green Gables," her home on the edge of the mountains of "Old Virginny" is located on the Danville-Roanoke highway; and the latchstring is always out to old Meredith friends.

Ethel Louise Frye (Mrs. T. T. Godwin) of Charlotte has been with the Belk Stores for the past nine years as buyer in the wholesale department.

Elizabeth Graham (Mrs. Ralph S. Williard) is at Farmington. This makes her seventh year as a teacher of English and French in the high school of her home town. John Graham, her son, is six years old.

Eloise Greenwood (Mrs. Charles H. Litaker) is at 2128 Avondale Avenue, Charlotte; has one offspring, Charles H. Litaker, Jr., three years old. She is a member of the A.A.U.W.; vice president of the local Meredith Alumnae chapter; recording secretary of the Charlotte Woman's Club.

Helen Oldham (Mrs. F. C. Hayes) lives in Chapel Hill; is very active in the local Meredith Alumnae chapter.

Zelma Hocutt (Mrs. L. H. Dawson) lives at Nathalie, Halifax County, Virginia; is the busy wife of a pastor; has three children, the oldest of which started to school this fall.

Mabel Claire Hoggard (Mrs. C. Gordon Maddrey) lives at Scotland Neck. "I am so sorry I have nothing of interest to report on what I am doing—unless it would be staying at home, taking care of Gordon and nursing Charles!" Besides her Meredith activities—president of the Alumnae Association—she is interested and active in church, civic and social affairs.

Hortense Honeycutt is at Middlebury teaching English and French in the high school.

Winona E. Hooper (Mrs. Kenneth L. Wood) is at Western Carolina Teachers College, Cullowhee, serving as critic teacher of English. She received her M.A. in English at Duke University last June.

Pauline Huff is in Charlotte teaching second grade in Wilmore School. She is president of the Charlotte Association of the N.C.E.A.

Annie Mildred Kelly (Mrs. William M. Ginn) is at State College, New Mexico; has two sons, Fred Le Gray, nearly two, and William M., three.

Alice Lawrence (Mrs. Linton J. Keith) lives in Winston-Salem and has a baby boy, Wesley, twenty months old.

Katharine Maddry (Mrs. Robert W. Severance) lives in DeLand, Florida, where her husband is librarian and professor of library science at Stetson University. Her little girl, Katharine Maddry—called "Kay"—is two.

Page Morehead (Mrs. R. Ellsworth Jones) lives in Franklin, Virginia; has one son, Bobby, nearly three years old.

Annie Belle Noel is home economist for Carolina Power and Light Company with headquarters in Goldsboro. Until accepting this position three years ago, she was teacher of home economics in the High Point High School. She is active in the alumnae and other clubs of the city.

Mary Ann Peebles is secretary to the manager of the policy department, Durham Life Insurance Company, Raleigh. She lives on Wake Forest Road, Raleigh.

Florence Stakes lives at Patchogue, Long Island, New York. She is teaching, having been in charge of the geography department in Bay Avenue School since 1933. Her interests are many. She is president of the parent-teacher association; captain of a scout troop; chaplain in the Eastern Star Old Glory Chapter; active in mission and educational work in the Congregational Church; corresponding secretary of the Junior League of Patchogue.

Bess Virginia Thomas (Mrs. Ralph Coughenour Jones) lives at 425 Whitney Avenue, New Haven, Connecticut. She received her M.A. in English from Yale University in 1930.

Dorothy Turlington (Mrs. D. M. Royal) lives at Salemburg. "I am keeping house and trying to do whatever else is expected of a country doctor's wife."

Ruth Upchurch (Mrs. T. A. Wheeler) of Englewood Avenue, Durham, has two children—Ruth Powell, six, and Al, Jr., 2½.

Katie Lee Walton is assistant supervisor of education in the Philadelphia General Hospital School of Nursing in Philadelphia, Pennsylvania, and teaches science courses. She is affiliated with the Philadelphia branch of the A.A.U.W., enjoying the meetings that she has the opportunity of attending.

Alma Webb is teaching the third grade in her home town, Mount Airy; and spending most of her spare time in making all sorts of gifts—rag dolls, plaques, stuffed animals, rugs and chair seats—which sell well at Christmas time. Besides these interests she takes an active part in the Order of the Eastern Star, being a past matron.

1936.

“Krick” (Christine) Adams is teaching the sixth grade at Fairmont.

Nancy Allen (Mrs. George Baker Snuggs) lives in the Hillside Apartments, Wadesboro.

Alice Andrews is at the School for the Deaf, completing normal training, and likes the work very much.

Dorothy Andrews is teaching the first grade in Glenwood School at Nealsville.

Eleanor Andrews is at Pine Level teaching the third and fourth grades.

Annie May Banks (Mrs. John Andrews) is in Minneapolis, Minn., studying art at the University of Minnesota while her husband does graduate work in public health.

Nina Binder is teaching English and French at Winecoff School, Concord.

Sonora Bland is at Woodland teaching vocational home economics and likes it very much. She was in summer school in Greensboro preparing for this special work.

Ann Bradsher (Mrs. J. A. Martin, Jr.) is living in Roxboro. Her chief business is keeping house; but she finds many things on the outside to keep her busy.

Blanche Buffaloe of Fuquay Springs is teaching the second and third grades in the Buckhorn School in Harnett County.

Nancy Bunn is in Shelby teaching school. She has one class in general science and three hundred girls in physical education. Last summer she received her M.A. in physical education from Columbia.

Frances Calloway (Mrs. Earl Propst) is living in Concord and writes that she is happily installed in her new home.

Henrietta Castlebury is in Hillsboro teaching vocational home economics in the high school.

Clara Colvard is teaching at Millers Creek High School, Millers Creek.

Pauline Covington of Hoffman is employed as case worker in Richmond County.

Dorothy Crutchfield is again teaching at Woodland.

Beverly Davis is teaching the first grade at Burgaw.

Elizabeth Davidson is in Lexington, Kentucky. She has been interested in Girl Scout work since her graduation. She first acted as counselor in the Washington, D. C., Scout Camp; later went to the Professional Training Camp; worked on a part-time job as Girl Scout local director in Raleigh, her home; again went back to the Washington camp as unit leader; this fall accepted the position as local director of the Lexington Girl Scout Council.

Dorothy Goodwin Dent (Mrs. Ray Hampton Park) is keeping house at 220 Hillsboro Street, Raleigh.

Dorothy Dockery is in Charlotte, being manager and buyer in the cosmetic department of Belk Brothers Company. She cannot find, though, that this sort of work is as interesting as explaining principles to young and enthusiastic school children.

Mabel Eakes is at Creedmoor teaching the sixth grade.

Miriam Early of Winston-Salem says that it is fun working at the Baptist Hospital. The switchboard, which she operates, is really an information booth and a contact point for all doctors, nurses, patients and visitors. Because she loves folks it is interesting to her and becomes more fascinating every day.

Mildred Eaton (Mrs. J. H. Cathey) lives in Charlotte.

Dorothy Finlator is teaching the sixth grade at Cary.

Ida Fuller is teaching history and English at the high school in Weeksville.

Bertha Mae Futrelle is at Franklinton teaching the fifth grade.

Melba Gaskins is teaching biology, geography and geometry in the high school at Wentworth.

Rena Pearl Hamilton finds herself in Washington, D. C., doing secretarial work in the Department of Agriculture.

Margaret Hines (Mrs. T. A. Early, Jr.) is in Goldsboro, the manager of a jewelry store in which her husband is the watchmaker.

Frances Jones commutes from her home near Apex to the State Accounts Office of the U. S. Treasury Department, Raleigh, where she has a position.

Virginia Lambert is teaching at Engelhard. She says that her activities since graduation have been uneventful except for her trip to Europe and Africa this past summer.

Mary Elizabeth Lawson of South Boston, Virginia, is teaching the first and second grades at Scottsburg. She reminds herself of the "old woman who lived in a shoe," for she hardly knows what to do with 74 children!

"Kat" Liles (Mrs. J. Hubert Warren) is now living at Woodbury, New Jersey.

Ruth Lovelace is teaching science in the high school at Glenville, Georgia.

May Marshbanks lives at her home in Buie's Creek but commutes everyday to Boone Trail High School where she says, "My work includes a little of everything from 'Genesis to Revelation.' Most of my teaching is in the fifth grade, but I have charge of public school music in five rooms. Besides, I direct the glee club. In other words, I'm 'Jack of all trades.'"

Frances Morris has 28 piano pupils, directs the glee club in the high school at Marshville, and has charge of a church choir.

Catherine Moseley is in New York studying at the New York School of Interior Decoration and living at the Three Arts Club—"having a perfectly wonderful time."

Virginia Ogletree is at Warrenton employed as case worker for the Warren County Welfare Department.

Lucille Parker is teaching in the high school at Selma.

Edna Lee Pegram is teaching in the Eliza Poole Nursery School in Raleigh. This school is for underprivileged children from two to four years of age and is operated by the WPA. In connection with the nursery school she does parent education work in the homes represented. "It is a most interesting work and, I think, quite unique in the South."

Jessie Mae Perry is teaching the fourth grade in the Waxhaw School.

Pauline Perry lives in Winston-Salem and is teaching at Salem College. Last summer she was at Carolina doing graduate work.

Alma Reid lives in Mount Airy and is teaching music in the Surry County schools.

Martha Anne Riley lives in Manhasset, Long Island, New York. She is secretary of two branches of the Needlework Guild of America; chairman of one branch of the First Voters League; assistant supervisor of foods at Herald Square Hotel; collecting antiques on a small scale; roller skating—to reduce!

Helen Rivers is teaching English at Vanceboro in the Farm Life School, and coaching basketball.

Norma Rose at Meredith: "Just in case you didn't know—I'm struggling again with freshmen. This time I'm trying to teach. I took my M.A. from University of North Carolina last June and turned Meredithward in September. Since then I have spent my time correcting 'aint's' and declining 'agricola.'"

Isabel Ross lives at Nashville. She is assistant to the district supervisor of the National Youth Administration and travels over all counties of eastern North Carolina. Last summer she was in

Western Carolina. She likes this job because it keeps her "on the go" and gives her the opportunity of meeting many people.

Alice Rubenstein of Raleigh is teaching art at Ravenscroft School, a new private elementary school in Raleigh.

Helen Ruffin is teaching art and literature in grades one through seven, Kinston.

Katy Sams is in Boston, Mass., attending Prince School, a branch of Simmons College. She is taking the store service course, specializing in buying and personnel work.

Fay Memory Shields is in Scotland Neck and now working with the Halifax County Welfare Department, doing social case work all over the county.

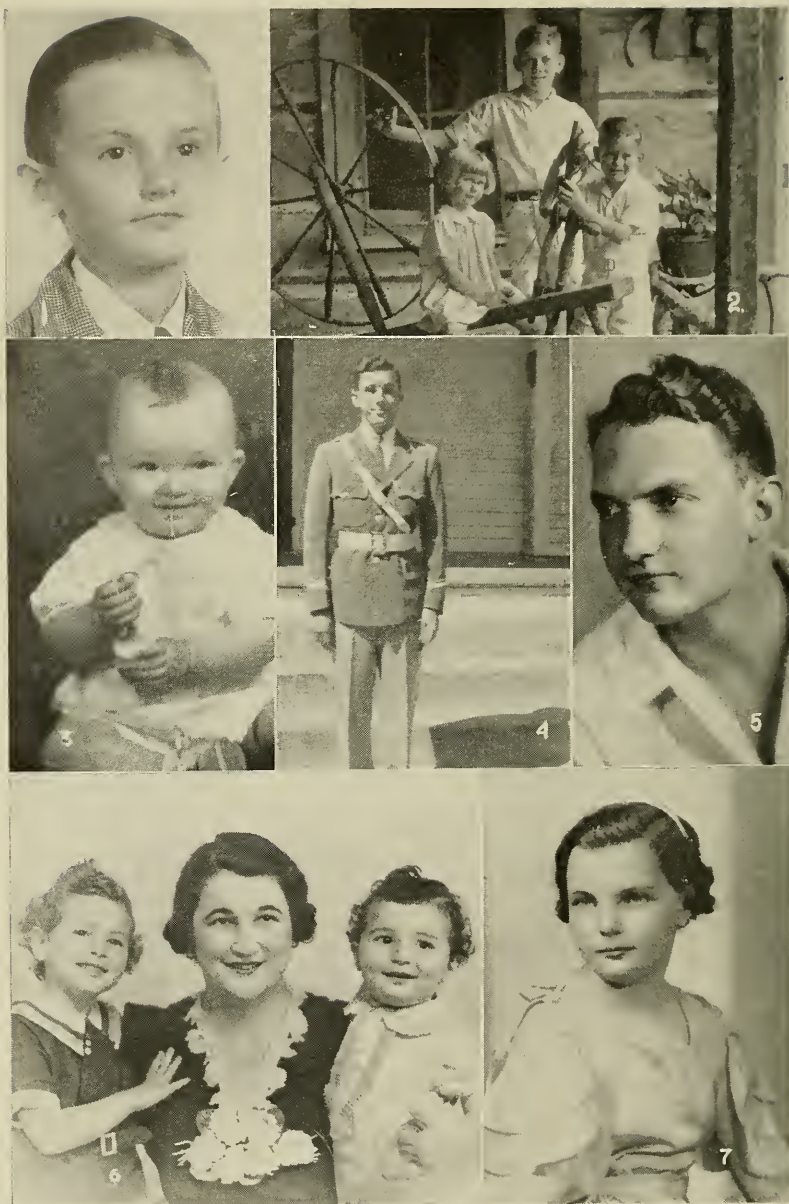
Ida Leane Warren is living at her home in Spring Hope but teaches mathematics and history in the Castalia High School.

Martha Williams is at Indian Trail teaching fourth and fifth grades in the Lanes Creek School.



1938 REUNION GRANDCHILDREN

1. TOMMY BREWER GRIFFIN—*Elizabeth Brewer Griffin*, '28. 2. EMILY CAROLINE OLIVE—*Iva Pearson Olive*, '13. 3. BARBARA MOORE—*Theima Fleetwood Moore*, '24—*EVELYN MOORE—Elma Fleetwood Moore*, '24. 4. BETTY HURST, BILLY HURST—*Betty Hewlett Hurst*, '26. 5. BETTY ESTHER SMITH—*Grace Francis Smith*, '24. 6. BILLY VAN COLLINS—*Marie Fleming Collins*, '24. 7. MARY CATHERINE WALTON—*Anna Warren Lawrence Walton*, '24. 8. EDITH HALL, HORACE DOUGLAS HALL, RUTH HALL—*Bessie Stanton Hall*, '18. 9. WESLEY KEITH—*Alice Lawrence Keith*, '28.



1938 REUNION GRANDCHILDREN

1. C. L. WALTON, JR.—*Anna Warren Lawrence Walton*, '24. 2. HAROLD JOHNSON, BILLY JOHNSON, KAREN JOHNSON—*Karen Ellington Poole Johnson*, '13. 3. CHARLES HOGGARD MADDREY—*Mabel Claire Hoggard Maddrey*, '28. 4. JIMMIE PARKER—*Margaret Faucette Parker*, '08. 5. MILLARD REWIS, JR.—*Bessie Rogers Rewis*, '05. 6. AL BOYLES, JR., BOB BOYLES—*Ruby Harville Boyles*, '25. 7. PEGGY PARKER—*Ada Shearin Parker*, '08.



1938 REUNION GRANDCHILDREN

1. FLORA CATHERINE FURR, CARL FURR, JR.—*Blanche Current Furr*, '26. 2. RUTH POWELL WHEELER, AL WHEELER, JR.—*Ruth Upchurch Wheeler*, '28. 3. STEVE BUE—*Beatrice Townsend Bue*, '25. 4. ANN WILKINSON HOWELL—*Lacy Grindstaff Howell*, '13. 5. BOB RAY—*Sallie Camp Ray*, '13. 6. JULIA LOUISE SHINGLETON, HUGH MAURICE SHINGLETON, RODDY NEIL SHINGLETON, FOY VINCENT SHINGLETON—*Julia Mae Cooke Shingleton*, '27. 7. FRED LE GRAY GINN, WILLIAM M. GINN—*Annie Mildred Kelly Ginn*, '28. 8. JACK RAY—*Sallie Camp Ray*, '13. 9. DIANA LEE—*Hattie Beasley Lee*, '18. 10. ANNE RAMSEY QUARLES—*Charlotte Curtis Quarles*, '28. 11. LYDIA REWIS—*Bessie Rogers Rewis*, '05. 12. ELEANOR WARREN WALTON—*Anna Warren Lawrence Walton*, '24. 13. EDWIN BERRY, III—*Margie Harrison Berry*, '27.



1938 REUNION GRANDCHILDREN

1. CAROLYN WOOD, CELIA WOOD, TOMMEE WOOD, BYRON WOOD—*Monte Clark Wood*, '25. 2. CELIA FRANCES JOYNER, GEORGE EDGAR JOYNER, JR.—*Katherine Cooke Joyner*, '26. 3. TWO LITTLE CONNERS—*Margaret Lassiter Conner*, '27. 4. DAVID WELDON HOUSE—*Mabel Andrews House*, '27. 5. BETTY HURST, BILLY HURST—*Betty Hewlett Hurst*, '26. 6. JAMES ERVIN ADAMS—*Mildred Allen Adams*, '28. 7. MARY JANE HOUGH—*Mary Garnette Martin Hough*, '27. 8. THE FOUR LANEYS—*Ethel Parker Laney*, '18. 9. BOBBY JONES—*Page Morehead Jones*, '28. 10. TOM MEMORY, DONALD MEMORY—*Odessa Arnette Memory*, '27.

Meredith College

QUARTERLY BULLETIN



Founders' Day Number

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Meredith College

Founders' Day

FEBRUARY 4, 1938

11 A. M.



ORGAN PRELUDE—Fantasietta with Variations . . . *Dubois*

PROCESSIONAL—Senior Class.

HYMN No. 249—"Faith of Our Fathers."

INVOCATION.

SCRIPTURE.

ANTHEM—"The Snow" *Elgar*
The Meredith Choir

GREETINGS FROM ALUMNAE.

SOLO—"Ave Maria" *Bach-Gounod*
Miss Ethel Rowland with Violin, Piano, and Organ

ADDRESS—"Oliver Larkin Stringfield: Prophet of the Dawn."
—*Dr. B. W. Spilman*

ALMA MATER *Vann*

CHORAL BENEDICTION *Lutkin*

RECESSIONAL—Senior Class.

Founders' Day Address

OLIVER LARKIN STRINGFIELD: PROPHET
OF THE DAWN

DR. BERNARD W. SPILMAN

Verily he was a prophet crying in the wilderness. He saw a new day coming in the education of women. He helped mightily to bring the dawn. He lived to see the new day in some of its brilliant splendor. Because he lived and wrought a new and better day is ahead.

Oliver Larkin Stringfield had a goodly ancestral heritage. His great-grandfather was a Virginian of Dutch ancestry. In the eighteenth century he moved to Duplin County, North Carolina, and married a Miss Fellows. They reared six children. John, William, Edward, Elisha, and Joseph were the sons; there was one daughter—Rachel.

One of his sons was Peyton Randolph Stringfield, who was born in 1807. He was a country physician, whose chief interest was to operate a large plantation. He married Susan Jane Jones, daughter of David Jones, many years state senator from New Hanover County.

Into the home came eleven sons and two daughters. Oliver Larkin was next to the youngest child. He was born May 9, 1851. On November 13, 1850, Thomas Meredith died and was buried in the Old City Cemetery at Raleigh. By 1838, with pen and voice, Meredith had for thirteen years pleaded for provision to be made for the adequate education of women. About this same time there was the sound of the going in the mulberry trees in the northeast corner of the state. Chowan College was on the way. In the western part of the state men were awaking to the needs of Christian education—Mars Hill College was soon to come into being.

Another significant fact was that in the House of Representatives of North Carolina sat for the first time a young Scotch Presbyterian minister named Calvin H. Wiley. That year he introduced a bill looking to the creation of the office of State Superintendent of Education and to the making of provision for the education by the State of all the boys and girls of North Carolina. A feeble attempt had been made in this direction in 1840, but it had amounted to very little.

Calvin H. Wiley became the first State Superintendent of Public Education and was the outstanding apostle in this field until 1866, when the General Assembly abolished the office, and came near wrecking the whole movement for public education in the state. The

influence of Calvin H. Wiley permeated every nook and corner of the state. He set forward the cause of public education in a great way.

Young Stringfield grew up on a typical southern plantation. The population of the South consisted of four general classes: the land-owning, slave-owning aristocracy; the white people who owned neither land nor slaves; a great host of slaves and a few free negroes. The Stringfields were among the land-owning, slave-owning group. Young Stringfield's mother taught him early in life that a person should be rated on the basis of character and not on the basis of ownership of property of any kind. To the end of his earthly career this was his philosophy of life.

When he was ten years of age, the War Between the States broke in all its fury. Five of his brothers enlisted, three in the cavalry and two in the infantry. The father volunteered but was not accepted. One of the brothers, David J., was killed in action at Mechanicsville. The other four returned when the war was over.

The father died in 1862. The faithful slaves remained on the farm and carried on the work as best they could. The three sons who joined the cavalry furnished their own horses and rode away to the war. Not a horse nor a mule was left on the place. Old Aunt Kizzie, the faithful negro cook and nurse, cared for things around the house, helping the mother, the two sisters and the little fatherless lad of ten. With oxen and such farming tools as could be had, the negroes cultivated the farm. It was hard living.

Returning from the war, one of the sons, Cal, arrived at home a short time before a section of Sherman's army moving north poured over the plantation. The faithful negroes fled to the nearby swamp, taking Cal's horse, other livestock, and such valuables as they could carry, to hide from the invaders.

Young Oliver Larkin, aged fourteen, stood guard over his mother and sisters. He secured his gun loaded with bird shot and walked out in front of the soldiers. They seized his gun, broke it, and threw it away. The mother came out and made a plea to the officer in charge to leave enough to keep her fatherless children from starving. The officer ordered his men to leave the house. He drew his army pistol and stationing himself on the front porch, gave orders to his men to get out of the house and to leave the plantation.

Thus young Stringfield had a slight sample of faithful, loyal men and women with black faces; he saw a sample of the brutality of war; he caught a sight of a kindhearted, brave gentleman dressed in a Yankee uniform.

A few months immediately after the close of the war things went well. Then came the horrors of reconstruction and with it danger and poverty to the dregs. Hard toil on the farm with the wolf crouching at the door made the years drag slowly.

In March, 1867, Haywood, one of the brothers, went to Wilmington. After returning home, he was quite ill and developed smallpox. He died on March 27. Two days later all the family were vaccinated. But it was too late. The mother, daughter, and three sons, including Oliver Larkin, went down with the dreaded disease. A man who had had smallpox was secured as nurse. During eighteen days he alone cared for the needs of all five of the patients.

J. P. Stringfield, one of the sons, had gotten together all the available family funds and had started to Wilmington to buy goods for the store. During his illness his money disappeared, only enough being left to pay the nurse.

Spring at hand, a crop to be made, the store closed, and no money! What a change. Ten years before there was land in abundance, slaves, and everything needed for comfortable living. Now poverty and grim want lurking close at hand. Verily the young man of sixteen was facing a new civilization.

He saw the ravages of intoxicating liquor and despised it. A friend one day told him that wine was not intoxicating and had a delightful taste. He tried it and became drunk. He was out all night. He came home the next morning, and kneeling, he put his head in his mother's lap and told her the story. She said, "You will never do that again, will you?" Never again did a drop of wine, beer, whisky or of any other intoxicating liquor pass his lips.

One day his Sunday school teacher, Miss Buckie Herring, aunt of the Rev. David Wells Herring, said to him, "Larkin, Jesus loves you and wants to make a man out of you." He went to his mother to talk it over—it was his custom to talk over all important matters with his mother. He gave himself to Jesus and accepted Him as Saviour. He walked sixteen miles to Shiloh Baptist Church and presented himself for membership. He was baptized by the Rev. Columbus Newton.

About the time that he was twenty years of age he met a charming young woman, who was a Roman Catholic. She lent him a remarkably interesting book with strange statements in it. He read it. She lent him another, and he read that. They set him to thinking. He knew a book which was his mother's guide in all matters of religious beliefs and moral conduct. He went to that and searched for himself the New Testament. After a careful study he decided that he preferred Jesus to the Jesuit and had rather follow Paul than the Pope. Never again did he have a moment's doubt as to his religious course. He had his convictions and knew why. He freely granted to every human being the privilege of believing as he wished and of worshiping according to his own best thinking.

On January 31, 1873, his mother went to her heavenly home. He fell on his face and poured out his heart's loneliness to his Heavenly Father. He said, "Lord God, I am fatherless and motherless, home-

less, penniless, and friendless." There came to him an inexpressible longing to tell others of Jesus. He had surrendered to Jesus as Saviour but he had not surrendered to Him as Lord. He was not yet willing for Jesus Christ to use him to tell others of His great love for the lost. He promised that he would give the Lord not only a tenth but a third of his earnings if He would only assign that task to someone else. He continued his work on the farm.

Months later he was plowing in a field two miles from home. He suffered an acute pain in his back. A neighbor picked him up and took him home. While suffering this agonizing pain, he said, "Lord, cure me and I will do your will." The pain left immediately. This incident occurred in the late summer of 1874.

Two things came to him as convictions. First, he must preach, and second, he must prepare himself. He had learned to read and spell; he knew the elements of arithmetic and a little grammar.

He had heard of a little college in a quiet corner of Wake County, sixteen miles north of Raleigh, and about eighty miles from his home. The youth of twenty-three, dressed in an ancient suit of clothes, the crowning glory of which was a somewhat faded blue broadcloth coat, set out to walk to Wake Forest. A trunk was not a necessity. His sisters had carefully wrapped his earthly possessions in a neat bundle. They stood on the front porch with tear-dimmed eyes and watched him go. He walked out of the road and into the forest lest he should look back and lose the grip on himself.

Somewhere on the way he came to a community in which there was a small schoolhouse. The good people in the home where he found shelter for the night asked him to stay a while and teach school. He had never seen a high school.

At that time the curriculum in the public schools consisted of spelling, reading, writing, arithmetic, some grammar, and occasionally a touch of geography. Young Stringfield paused on the way and taught school. Being qualified to teach or the formality of an examination for a license were not things to bother one. He boarded among the pupils. After some weeks he set out again on foot for Wake Forest. He had earned a few dollars. He probably purchased a few necessary things in Raleigh and started on his journey sixteen miles to Wake Forest. With his blue broadcloth coat and bundle of belongings he arrived about the middle of January, 1875.

The spring term opened that year on January 15. On the register was the name Oliver Larkin Stringfield, Moore's Creek, New Hanover County. He had two dollars in his pocket and not a dollar in reserve at home.

That spring he studied first Latin, arithmetic, Hart's *Rhetoric*, and spelling. He had a hard time mastering even these elementary subjects. His mind was strong and bright, but it had been years

since he had been in school, and he was near the completion of his twenty-fourth year.

He went to the only hotel in the village. It was operated by Maj. W. W. Dixon. Stringfield told him of his condition and of his longing for an education. Major Dixon told him to stay with him; he could wait for his money. The same story was told to the bursar of the college, and Stringfield was duly installed as a student. He made good.

When the commencement of 1875 was near, there came to the young man a sum of money as if it had been a stroke of lightning out of a clear sky. His sister at home had sold the pet cow for six dollars and sent him the money with which to pay his way home. He swapped his blue coat for a black one, somewhat the worse for wear and much too large.

Summer was at hand. He helped on the farm. He also engaged in two other lines of business. He became a book agent and wandered over the country selling books. He bought cattle on credit and drove them to Wilmington and sold them. He earned enough to pay all he owed Major Dixon and all his college fees.

He decided that he did not care to risk another year at college trying to live on nothing. He remained out of college two years, driving cattle to market, selling books, and working on the farm.

By careful economy he saved \$285, after paying all his obligations. Not wishing to have all his money in his possession in college and knowing nothing of banks, he placed his money with a neighbor who was his friend, and arranged to have him send the money as he needed it. He went to Wake Forest in the late summer of 1877. He never saw a dollar of his money. His friend vanished at the same time the money did, departing to parts unknown and leaving no forwarding address.

In college at the age of twenty-six with no money and inadequate preparation but with a fixed determination to go through Wake Forest College or die along the way! He stuck to it five years. He worked at anything at hand during his college days. He worked during the summers and also borrowed some money. He dropped out of college from June, 1878, which was the end of his first full year in college, and remained out until January, 1879. The spring term of that year he took only two subjects, moral philosophy and Bible.

The next school year, 1879-1880, he carried seven subjects and made good. He had struck his stride and was moving toward his goal. He did not care for mathematics nor for the sciences and took none of the courses offered in these two subjects. He took everything the college offered in Latin, in Greek, in English and related subjects. He took Latin under that master in the Latin language, Dr. Charles E. Taylor. He took Greek under two wizards of the school room, Dr. William Louis Poteat and Dr. William B. Royal.

On June 8, 1882, at the age of thirty-one, after seven years and seven months from the time he first entered college, dressed in a suit of fashionable clothes, with an accumulated debt of \$540 and one of earth's very finest women as a prospective bride, he received his diploma. Receiving diplomas at the same time were nine other men, each of whom has made a distinct contribution to the life of his day and generation. After fifty-six years three of these men yet abide—Henry G. Holding, David Wells Herring, and T. B. Wilder. The other six were E. G. Beckwith, W. J. Ferrell, J. W. Fleetwood, Charles A. Smith, E. E. Hilliard, and W. T. Lewellyn. An interesting sentence tucked away in parentheses at the bottom of the printed program for commencement is this characteristic sentence, "Cited as absent from no duty during the past year, Charles E. Brewer." I add a parenthesis today as follows: "Cited as absent from no duty during the past fifty-six years, Charles E. Brewer." Mr. Stringfield was one of the commencement speakers. Prophetic was his subject, "BIG HEARTS." Through more than fifty years he lived his subject.

In 1881 he was ordained a minister of the gospel, the Ordaining Council being T. H. Pritchard and C. A. Jenkins. Knowing that every dollar which he had during his college career was earned by hard labor or was borrowed, the secretary of the Board of Education of the Baptist State Convention asked the privilege of paying the expense of his board. With that independence which characterized him all his life, he declined the offer and fought it out to graduation day.

In the summer of 1882 he entered his first pastorate, which consisted of four churches: Mount Vernon, Wake Cross Roads, Poplar Springs, and White Stone. He was also elected principal of a community school at Wakefield.

The same year that Mr. Stringfield entered Wake Forest College the second time, the fall of 1877, a charming young woman, Miss Ellie Beckwith, daughter of Mr. and Mrs. Calvin Beckwith and sister of the Rev. E. G. Beckwith, who was graduated at Wake Forest College in the class of 1882, began teaching mathematics in the Thomasville Female College, of which H. W. Rinehart was president. On September 5, 1882, she gave her hand and heart in marriage to Mr. Stringfield.

She was and is a remarkable woman in many respects. Deeply consecrated, well educated, a genius in the school room, through the long years of married life she gave herself unselfishly to the best things in life. She loved her husband and children with a deep devotion and through the years kept the home fires burning, while her husband was out at the front in the thick of the fight for God and humanity.

There was a little two-room schoolhouse built by interested persons in the community around Wakefield in which to have a neighborhood school. Near was an old stagecoach house occupied by Mr. and Mrs. J. A. Kemp. Mr. and Mrs. Stringfield and a music teacher boarded in this home and taught school.

Mr. Stringfield was an evangelist of rare ability. During all his public ministry he gave a large part of his time to this work. He loved above all things to win people to Jesus Christ. He gave himself almost entirely to his churches and to evangelistic work. Mrs. Stringfield handled the school.

During 1883 they erected a twelve-room residence. Nothing which Mr. Stringfield ever touched remained a mere community affair long. He soon had students from many sections of North Carolina, many of them going out to take leading places in the state and nation. The school building was enlarged, of course, and Wakefield became a real educational center.

Eleven years the school was operated. The cultural and Christian influence abides in the community to this day. A fire of incendiary origin destroyed the school plant in 1893. In November of that year the Stringfield family moved to Raleigh.

Into the home during the years came four sons and three daughters: Preston, Oliver, Lamar, and Vann being the sons, and Mozelle, Bernice, and Miriam, the daughters. It would be interesting to trace the history of these fine sons and daughters, but this is not a biography primarily but a character sketch of the man whose lengthening shadow falls across the campus of Meredith College.

During the latter part of Mr. Stringfield's stay in Wakefield, in connection with his pastorate of rural churches, he accepted the pastorate of the Fayetteville Street Baptist Church in Raleigh, preaching only Sunday nights.

In November, 1893, he left Wakefield and moved to Raleigh to become full-time pastor of this church.

The Baptist State Convention had voted to establish a college for women. The trustees decided to locate it in Raleigh. The college was chartered in 1891 as the Baptist Female University. To secure funds was a slow and tedious task. After several unsuccessful efforts the executive committee elected O. L. Stringfield as financial agent. He entered upon his work in 1894. It was an uphill hard pull for years. The story of his work is a real romance. On September 27, 1899, the Baptist Female University opened its doors. In 1902 he resigned his position and entered the evangelistic field.

In the spring of 1903 he experienced the call of God to go to the mountains and work. He had no human call. He went out as Abram of old. In June, 1903, he arrived in Barnardsville and was kindly received in the home of Mr. and Mrs. Andy Ingle. The people welcomed him gladly and he went to work for the Lord. During a year

and about four months he preached to the good people in and around Barnardsville.

In the fall of 1904 he located in Burnsville, the county seat of Yancey County, where seven years before he had canvassed the county for funds to help in the building of the new college to be established in Raleigh. He held meetings lasting from a week to two weeks in twenty-eight of the Baptist churches in this county and won many to the Lord and won for himself a host of friends.

God called again, and he accepted the pastorate of the West End Baptist Church in Asheville, taking charge May 1, 1906.

Scarcely had he settled there before the school work called again. The South Fork Institute at Maiden elected him as its head. He went there January 1, 1907. Four and one-half years he remained there, Mrs. Stringfield handling the school, while he was pastor of Maiden and Olivet churches, doing evangelistic work as opportunity offered. All his life he had the pastor's heart. The fires of evangelism burned in his soul.

While he was pastor in Asheville in November, 1906, he attended the Baptist State Convention of South Carolina at Spartanburg. One night at eleven o'clock he was invited to speak before the convention. Reluctantly he accepted the invitation. Those who have heard him under like conditions know what took place. He swept that convention off its base.

Hardly had the folk gone home before the trustees of Greenville Female College, Greenville, S. C., invited him to come to South Carolina and lead a movement to add \$100,000 to the funds of the college. Retaining his residence in Maiden, he entered South Carolina and went to work. Furman University had the Rev. E. P. Easterling in the field and everywhere Furman had the right of way.

Stringfield took to his work the same kind of enthusiasm and intelligent leadership which had characterized his work in North Carolina. In two years the amount had been secured, and he had set all the Baptist colleges in the state on the road to a greatly enlarged enrollment.

The year 1910 he gave almost entirely to work in North Carolina for the Southern Baptist Theological Seminary, Louisville, Ky. He made a success of this work.

Early in 1911 the Rev. C. Lewis Fowler of South Carolina approached Mr. Stringfield with a proposition to join him in establishing near Lancaster, S. C., a great manual training school. A very wealthy man was to donate a large sum and the school was assured a great send-off. These two began their work and for six months solicited funds in the form of notes. When they had a large amount subscribed, the man of vast wealth changed his mind. The notes were all returned and six months of wasted time and no salary were charged to experience.

Then came a proposition from Missouri. There was a Baptist college in that state located in Lexington. The trustees invited Mr. Stringfield and Mr. Lewis to take charge of the college. Mr. Stringfield arrived in Lexington June 26, 1911. Immediately he went to work at the proposition with his usual enthusiasm. In March, 1912, he discovered that conditions had been misunderstood by him. With his family he left Missouri immediately and in a few days was located in Mars Hill, N. C.

He accepted a position with the North Carolina Anti-Saloon League, beginning work May 1, 1912. He put in work which counted mightily. His connection with this organization terminated January 1, 1915.

The directors of the Southern Baptist Assembly invited him to take the field and help build Ridgecrest in a large way. He began work February 1, 1915. From Richmond to Tampa he spoke in many churches, doing effective work. He visited Chicago and Louisville, everywhere receiving a welcome and creating a fresh interest in the movement.

A summer school of theology was planned. Teachers from the four theological schools, Louisville, Fort Worth, New Orleans and Macon, Ga., were secured for the faculty.

The school was to open July 17, 1916. On July 16, while the teachers were on the way and others were moving toward Ridgecrest, the most devastating flood ever experienced in western North Carolina occurred directly at Ridgecrest. The flood waters completely washed away the railway tracks and the highway both east and west of Ridgecrest. The property damage was estimated by millions. During some ten days there was no travel of any kind, no mail, no communications by telegraph or telephone. Mr. Stringfield handled the situation in a splendid way.

The bottom seemed to have dropped out. In the fall of 1916 he went to work again in South Carolina. He worked at securing funds for Six-Mile Academy and Edisto Academy. On April 20, 1919, he took up work to help secure funds for Boiling Springs Academy in North Carolina. In a little more than three months he secured for this school more than nine thousand dollars.

January 1, 1920, he became associated with the Rev. J. H. Spaulding in an effort to establish at King's Creek, S. C., a Home for Motherless Children. He wished to have this home officially adopted by the Baptist State Conventions of both North and South Carolina. These bodies did not think the plan wise.

He went to Forest City, N. C., and interested a group of people, and through his efforts there came into existence the Alexander Home.

He spent the year 1923 as pastor of the Baptist Church at Jonesville, S. C.

In 1924, at the age of seventy-three, he retired from the active firing line in the army of the Lord and devoted himself to an occasional evangelistic meeting and an occasional pulpit supply. He spent his time in association with his friends and in a ministry of Bible study and prayer.

FACTORS WHICH MOLDED HIS LIFE

Certain factors touched his life which had a powerful influence on his character. He had a remarkable mother, deeply pious and with an abundance of good common sense.

His two sisters stood loyally by him in his struggles for an education, encouraging and helping him in every way.

His wife stood by him through all the long years. A deeply consecrated Christian in perfect accord with her husband, she kept the home fires burning often when the family income was hardly enough to supply the necessities of life. She supplemented the income by her own work while she cared for the home duties at the same time.

He was born in wealth and lived in luxury. He saw what war was. He hit the bottom and saw the wolf of poverty at the door.

He had a long, hard struggle for an education, having no money and a meager intellectual preparation for college work.

His work as a book agent brought him in contact with people and was a splendid laboratory in which he learned the art of selling his ideas to people.

He came face to face with Roman Catholicism which caused him to make an independent study of the Scriptures for himself and thus to form his own religious opinions after a personal investigation.

He saw in his youth the devastating effects of liquor and was all his life an open, outspoken enemy of the whole liquor business.

OBSTACLES IN HIS PATH

When he was called to lead the movement to establish a college for women, he ran into a whole mountain range of obstacles. First of all, there was a stolid indifference to the education of women by a large number of people. There were in the state some colleges for women, but the general opinion was that boys should be educated and the girls should marry. If a girl could go to school she might marry better, or if she did not marry, she might be in a position to earn a living. There was not a state-supported high school in North Carolina.

The way the college came to be located in Raleigh was a cause of some irritation among the people. When the trustees called for

bids with a view of selecting a location, Durham made a bid about twice the amount of the bid made by Raleigh. For reasons which seemed good to the trustees, the school was located in Raleigh. Of course a heated discussion followed, which made a difficult situation for Mr. Stringfield.

The panic of 1893 was just subsiding when he entered the field. The state was almost entirely rural. Farm products were at rock bottom. Our people had no strong city churches.

Two countercurrents set in which caused Mr. Stringfield to resign his work soon after he started. He was asked by the executive committee to withdraw his resignation, which he did.

The first of these countercurrents was the opening of the State Normal and Industrial Institute at Greensboro. This school was in its second year when Mr. Stringfield entered the field. Many people could see no reason for a school for the Christian education of women when the state had provided a good school for the training of women as teachers.

The other influence was a movement to open Wake Forest College for girls.

The new college had been chartered in 1891. Two splendid men had taken the field to secure funds—Dr. T. E. Skinner and the Rev. J. B. Boone. Both had become discouraged and had surrendered.

CHARACTERISTICS

Physically Mr. Stringfield was tall, slim, and of marvelous physical endurance. His face, which the camera would never reveal as beautiful, was a face in which the radiance from the throne of God glowed continually.

He was at home in any company. The people in the humble, remote hut and the wealthy society people alike welcomed him as a guest.

He saw human need and his great heart went out in genuine sympathy to every underprivileged human being. He fought his hardest battles in behalf of those who had few opportunities in the battle of life. He spent far more on the education of underprivileged boys and girls than he spent on his own seven children. His life was permeated with human friendliness.

He believed as a deep and abiding conviction of his soul that woman was God's masterpiece of creation. His soul abhorred the men who plot by day and by night to drag women from their high places of social purity. How his righteous soul would boil with indignation were he alive today to know that three or four times as many young women are selling liquor over saloon bars as are students in all the colleges and universities in America.

He called aloud from hundreds of platforms that the hope of the world lies in the education of women with Christ at the center of

the educational process. Hundreds of times he said, "Educate a boy and you have an educated man; educate a woman and you have an educated family."

He was a remarkable and a versatile man. Farmer, teacher, preacher, pastor, evangelist, financial agent, administrator—he swept a wide circle of human achievement.

As a public speaker he was absolutely unique. He was the only one of his kind in his day and generation. He could hold an audience as few men could. His influence on the platform or in individual conversation was almost hypnotic. He knew how to win people and influence their thinking.

He had a keen sense of humor, clean and wholesome. He enjoyed a joke on himself even more than one on the other person.

He had a deep and abiding experience of the personal presence of Jesus Christ in his life. To him Jesus was real. Jesus sat on the throne of the universe; he walked with Him by day and by night. This conviction made him an optimist. He dared the impossible and did it.

When the fight was hopeless, he entered the field and put Meredith on the map. Two days before the college was to open he started to Raleigh from Shelby. He wired the Rev. L. R. Pruitt of Charlotte to meet him at the train. When Mr. Stringfield stepped off the train, he collapsed and Mr. Pruitt lifted him into a buggy, took him home, and put him to bed. He was better the next morning and left for Raleigh. Mr. Stringfield lived in the country five miles south of Raleigh. I met him at the train in Raleigh and took him in a carriage to the college building. The girls were already arriving; the college was to open the next day. We put him to bed and called the college physician, Dr. Elizabeth Delia Dixon. All night I sat by his bed. I copy from Mr. Stringfield's journal written in 1924: "I was soon in the infirmary at Meredith. Dr. Dixon Carroll, blessings on her! took charge of me with my dear good friend, B. W. Spilman for my nurse. She and Spilman are two of the most respectable liars I ever saw. I asked them if I had typhoid fever and both of them said *no* with emphasis."

The next day Mr. Carey J. Hunter and I took him in a carriage to Rex Hospital, where he lingered forty-five days and then came back to health. As we left the college grounds, he feebly tried to wave to some girls who were there for this opening day—girls who with tear-dimmed eyes and choking throats looked out the windows as the carriage rolled out of the campus.

The Jordan overflowed its banks that day. There were more girls than there were beds. The trustees immediately bought a large residence next door.

A number of girls had come without enough money to care for them a month. Mr. Stringfield had arranged for them. But he was helpless in the hospital. God always has a way. God's man, John T. Pullen, wealthy banker and deacon in the Fayetteville Street Baptist Church, came to the rescue and took care of the financial needs of these girls. This was in September, 1899.

February 1, 1930, Mr. Stringfield walked slowly along the railway track in Wendell, his home, unaware of an approaching freight train. Absorbed in deep thought, he was struck and killed almost instantly. The whistle was sounded, the brakes applied, but in vain. God called and he went home.

His body found a resting place in Mother Earth. Where is his monument? There is a life-size portrait here in Meredith College. There is a dormitory named for him.

Sir Christopher Wrenn was the architect of St. Paul's Cathedral in London. A visitor in the great cathedral one day asked, "Where is Sir Christopher Wrenn's monument?" To which the guide replied, "If you would see Sir Christopher Wrenn's monument, look around you." So in Meredith College may it be said of Oliver Larkin Stringfield, Prophet of the Dawn.

MEREDITH COLLEGE HONOR ROLL

FIRST SEMESTER, 1937-1938

First Honor Roll

Betsye Adams, Lilesville; Carolyn Andrews, Burlington; Lucile Aycock, Raleigh; Minetta Bartlett, Kinston; Barbara Behrman, Greensboro; Mary Elizabeth Bell, Washington; Lucile Brannan, Smithfield; Evelyn Britt, St. Pauls; Mary Frances Brown, Elizabeth City; Elizabeth Bullard, Raleigh; Marjorie Burrus, Canton; Eva Butler, Whiteville; Helen Virginia Byrd, Bunnlevel; Helen Canaday, Raleigh; Margaret Love Clarke, Monroe, Ga.; Sada Louise Clarke, Severn; Edna Earle Coggins, Inman, S. C.; Louise Conner, Chapel Hill; Carolyn Critcher, Lexington; Mildred Ann Critcher, Lexington; Frieda Culberson, Asheville; Jessie Currin, Henderson; Mamie Louise Daniel, Pleasant Hill; Margie Louise Daniel, Neuse; Kathryn Dickenson, Kinston; Hilda Earp, Selma; Jean Ellis, Marion; Haliburton Emory, Raleigh; Flora Fowler, Tabor City; Mirvine Garrett, Greensboro; Mary Caudle Gavin, Sanford; Margaret Grayson, High Point; Dorothy Green, Danville, Va.; Madeline Hall, Woodsdale; Adelaide Harris, Norwood; Sarah Eunice Hayworth, Asheboro; Carolyn Henderson, Durham; Ernestine Hobgood, Greenville; Evelyn Holyfield, Rockford; Kathleen Jackson, Elizabeth City; Anna Lee Johnson, Apex; Catherine Johnson, Winston-Salem; Ethel Jones, Cary; Helen Jones, Selma; Frances Lanier, Wallace; Jean Lightfoot, Raleigh; Margaret Lee Liles, Shelby; Mary Lucas, Belhaven; Betty Brown MacMillan, Thomasville; Ruth McLean, Bartow, Fla.; Rachel Lee Maness, Troy; Mrs. Esther P. Marshburn, Raleigh; Mary Martin, Lexington; Kathleen Midgett, Elizabeth City; Eunice Outlaw, Zebulon; Carolyn Parker, Florence, S. C.; Frances Pizer, Raleigh; Lillian Poe, Oxford; Rachel Poe, Oxford; Anne Poteat, Chester, Pa.; Anna Elizabeth Powell, Wallace; Nancy Powell, Winston-Salem; Eleanor Rodwell, Norlina; Harriet Rose, Wadesboro; Nina Lou Rustin, Penrose; June Fay Sewell, Seffner, Fla.; Margaret Shepherd, Weldon; Frances Spilman, Greenville; Ethelene Stevens, Raleigh; Mary Montgomery Stewart, Fayetteville; Kate Mills Suiter, Scotland Neck; Frances Tatum, Fayetteville; Betty Thomasson, Danville, Va.; Helen Turner, Newton; Theresa Wall, Winston-Salem; Lillian Watkins, Manson; Charlotte Wester, Henderson; Nell Williams, Goldsboro.

Second Honor Roll

Carolyn Aydlett, Elizabeth City; Elfreda Barker, Blackridge, Va.; Nancy Brewer, Wake Forest; Nannie Margaret Brown, Warrenton; Cora Burns, Goldsboro; Margaret Jane Childs, Lincolnton; Louise

Copeland, Woodland; Mary Virginia Council, Raleigh; Katharine Covington, Thomasville; Annie Elizabeth Coward, Goldsboro; Elizabeth Everett, Greenville; Mary Elizabeth Ferguson, Durham; Agnes Freeman, Winston-Salem; Mary Frances Futrell, Nashville; Iris Rose Gibson, High Point; Nina Elizabeth Gilbert, Benson; Mary Virginia Glenn, Madison; Dorothy Hagler, Gastonia; Huldah Hall, Woodsdale; Virginia Halstead, Kearney, N. J.; Olive Hamrick, Raleigh; Dorothy Horne, Raleigh; Elizabeth Howell, Suffolk, Va.; Sarah Hudson, Knoxville, Tenn.; Katherine Kalmar, Goldsboro; Carolyn Langston, Danville, Va.; Willa Mae Lee, Cary; Evelyn Levine, Estill, S. C.; Rachel Anne Lewis, Middlesex; Mary Lois Overby, Angier; Martha Rasberry, Farmville; Linda Riddle, Raleigh; Catherine Scott, Kinston; Verda Sommerville, Raleigh; Portia Tatum, Fayetteville; Annie Vannoy, North Wilkesboro; Virginia Vaughan, Washington; Virginia Lee Watson, Charleston, W. Va.; Georgia White, High Point; Martha Whitted, Varina; Dorothy Willson, Athens, Tenn.; Mary Clayton Wyche, Hallsboro; Mary Elizabeth York, Cary.

POINTS

<i>No. of Classes per week</i>		<i>Points for first honor</i>		<i>Points for second honor</i>
12	-----	27	-----	22
13	-----	29	-----	24
14	-----	31	-----	26
15	-----	33	-----	28
16	-----	35	-----	30
17	-----	37	-----	32
18	-----	40	-----	34

GRADES

A gives 3 points per semester hour of credit.

B gives 2 points per semester hour of credit.

C gives 1 point per semester hour of credit.

D gives 0 points per semester hour of credit.

SERIES 31

MARCH, 1938

No. 3

MEREDITH COLLEGE

RALEIGH, N. C.

QUARTERLY BULLETIN



THIRTY-NINTH CATALOGUE NUMBER ANNOUNCEMENTS FOR 1938-1939

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1938

JANUARY	APRIL	JULY	OCTOBER
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FEBRUARY	MAY	AUGUST	NOVEMBER
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MARCH	JUNE	SEPTEMBER	DECEMBER
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Calendar for the Year 1938-1939

Sept.	6. Tuesday	9 a.m. MATRICULATION AND REGISTRATION of new students. Examinations for making up conditions of last semester are arranged by the departments with the students who wish to take the examinations.
Sept.	7. Wednesday	9:00 to 3:00. MATRICULATION AND REGISTRATION of former students.
Sept.	8. Thursday	8:30. LECTURES AND CLASS WORK BEGIN.
Sept.	8. Thursday	8:00 p.m. Formal opening.
Nov.	18-24.	Applications and schedules of students who are to take examinations for making up conditions of last semester are to be filed in the Dean's office.
Nov.	23. Wednesday	*3:45 p.m. THANKSGIVING VACATION BEGINS.
Nov.	28. Monday	8:00 a.m. THANKSGIVING VACATION ENDS.
Dec.	17. *Saturday	noon. CHRISTMAS VACATION BEGINS.
Jan.	2. Monday	8:00 a.m. CHRISTMAS VACATION ENDS.
Jan.	7-17.	Students may submit to the Dean their schedules for the spring semester.
Jan.	18-24.	Examinations for the fall semester.
Jan.	25. Wednesday	9:00-12:30. MATRICULATION AND REGISTRATION of all students for the spring semester.
Jan.	26. Thursday	8:30. LECTURES AND CLASS WORK of the spring semester begin.
Feb.	3.	FOUNDERS' DAY.
April	6. *Thursday	3:45 p.m. SPRING VACATION BEGINS.
April	11. Tuesday	8:00 a.m. SPRING VACATION ENDS.
April	17-22 .	Applications and schedules of students who are to take examinations for making up conditions of last semester are to be filed in the Dean's office.
May	10-18.	Students may submit to the Dean their schedules for the work of next semester.
May	20-26.	Examinations for the spring semester.
May	29. Monday	COMMENCEMENT.

Calendar for Summer Session, 1938

AT WAKE FOREST AND MARS HILL COLLEGES

June	8.	SUMMER SCHOOL opens.
August	6.	SUMMER SCHOOL closes.

* On the last day before a holiday classes begin at 8:00 a.m. and close one hour earlier than the regular schedule for that day.

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Meredith College Diploma in Music

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University of Richmond, A.M.; Southern Baptist Theological Seminary, Th.M.;
Student, University of Leipzig; University of Richmond, D.D.

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Meredith College, A.B.; North Carolina State College, M.S.; Graduate Student,
Columbia University

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GERTRUDE ROYSTER SORRELL

Graduate of St. Mary's School; North Carolina College for Women; Special Student of Physical Training at Trinity College, Columbia, and Yale.

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University of Denver, A.B.; North Carolina State College, M.S.; Graduate Student, University of North Carolina and Duke University

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University of North Carolina, A.B., A.M.; Graduate Student, Columbia University,
University of North Carolina, and University of Maine

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ALICE BARNWELL KEITH, B.S., M.S.

Columbia University, B.S.; University of Tennessee, M.S.; Graduate Student,
Columbia University and University of North Carolina

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ETHEL EVANGELINE ENGLISH, B.S., A.M.

Meredith College, B.S.; University of North Carolina, A.M.

ASSISTANT PROFESSOR OF EDUCATION AND GEOGRAPHY

MAUDE CLAY LITTLE, A.B., A.M.

University of Alabama, A.B.; University of Alabama, A.M.; Graduate Student,
University of Virginia.

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SALLIE B. MARKS, A.B., A.M.

Southwestern College, A.B.; Teacher's College, Columbia University, A.M.; Graduate Student, University of Chicago, University of North Carolina,
Duke University.

ASSISTANT PROFESSOR OF EDUCATION AND PSYCHOLOGY

DORIS KATHERINE TILLERY, A.B., A.M.

Meredith College, A.B.; Duke University, A.M.

INSTRUCTOR IN MATHEMATICS

ETHEL KATHRYN DAY, A.B., A.M.

Meredith College, A.B.; The French School, Middlebury College, A.M.; Diplôme supérieur d' Etudes françaises, Cours d' Été, Université de Nancy; Diplôme supérieur d' Etudes de Civilisation française, Sorbonne

INSTRUCTOR IN FRENCH

***ELIZABETH GREGORY BOOMHOUR, A.B., A.M.**

Meredith College, A.B.; Cornell University, A.M.

INSTRUCTOR IN BIOLOGY AND CHEMISTRY

NANCY BLAIR ELIASON, A.B., A.M.University of North Carolina, A.B.; University of North Carolina, A.M.;
Summer work at Mountain Lake Biological Station.

ACTING INSTRUCTOR IN BIOLOGY

MELBA HUNT GREENE, A.B., A.M.

Meredith College, A.B.; Duke University, A.M.

INSTRUCTOR IN BIOLOGY

LOUISE LANHAM, A.B., A.M., Ph.D.Randolph-Macon Woman's College, A.B.; University of North Carolina,
A.M., Ph.D.

INSTRUCTOR IN ENGLISH

NORMA VIRGINIA ROSE, A.B., A.M.

Meredith College, A.B.; University of North Carolina, A.M.

INSTRUCTOR IN ENGLISH AND LATIN

****GUSSIE ROSE RIDDLE LIST, A.B.**

Tennessee Wesleyan College, Diploma in Speech; Agnes Scott College, A.B.

INSTRUCTOR IN SPEECH ARTS

†FRANCES M. BAILEY, O.B., A.B., A.M.Northwestern College of Speech Arts, O.B.; Intermountain Union College, A.B.;
Iowa State University, A.M.; Further graduate study, Iowa State University.

INSTRUCTOR IN SPEECH ARTS

RUTH COUCH ALLEN, B.S., A.B., A.M.

Meredith College, B.S.; Meredith College, A.B.; Duke University, A.M.

INSTRUCTOR IN MODERN LANGUAGES

JAMES CARLYLE HACKNEY, B.S.Guilford College, B.S.; Graduate Study North Carolina State College, and
candidate for M.S., June, 1938.

ASSISTANT IN CHEMISTRY

Faculty of Department of Art

IDA ISABELLA POTEATNew York School of Fine and Applied Arts; Cooper Union Art School, New York;
School of Applied Design, Philadelphia; Pupil of Mounier; Chase Class, London

PROFESSOR OF ART

MARY PAUL TILLERYMeredith College, Diploma in Art; Graduate Student, Pennsylvania Academy
of Fine Arts; New York School of Fine Arts, Paris; The Breckenridge
School of Painting

ASSOCIATE PROFESSOR OF ART

* On leave of absence 1937-'38.

** For fall semester 1937-'38.

† For spring semester 1937-'38.

Faculty of Department of Music

HARRY E. COOPER, Mus.B., Mus.D., F.A.G.O.

Horner Institute of Fine Arts, Mus.B.; Bush Conservatory, Mus.D.; American Guild of Organists, F.A.G.O.; Study under Guy Weitz, London.

PROFESSOR OF MUSIC

MAY CRAWFORD

Graduate, Brownell Hall, Omaha, Nebraska; Student, University of Nebraska School of Music; four years in Paris; Pupil of Harold Bauer; Juilliard School of Music, New York, Summer 1934, 1935

ASSOCIATE PROFESSOR OF PIANO

ETHEL M. ROWLAND

Diploma Boston Normal School; Voice work with Leverett B. Merrill of Boston, Herbert W. Greene, New York, and Harmony with Osborne McConathy; Harvard Summer School.

ASSOCIATE PROFESSOR OF VOICE

AILEEN McMILLAN, Mus.B.

Converse College, Mus.B.; Graduate work with Arthur Foote, John Carver Alden, Boston; Isadore Phillipp, Fontainebleau, France.

ASSISTANT PROFESSOR OF PIANO

RAGNA MARGRETHE OTTERSEN, A.B., Mus.B.Ed.

St. Olaf College, A.B.; Northwestern University, Mus.B.Ed.; former member St. Olaf Lutheran Choir.

ASSISTANT PROFESSOR OF PUBLIC SCHOOL MUSIC AND VOICE

*PAULINE WAGAR, Mus.B., Mus.M.

Ohio Wesleyan University; Oberlin Conservatory of Music, Mus.B., Mus.M.

ASSISTANT PROFESSOR OF 'CELLO AND THEORY

EDGAR H. ALDEN, Mus.B.

Oberlin Conservatory of Music, Mus.B. Pupil of Reber Johnson. Theory with Arthur E. Heacox; Chautauqua, N. Y., summers 1934, 1935.

ASSISTANT PROFESSOR OF VIOLIN AND THEORY

KATHERINE M. EIDE, Mus.B.

Oberlin Conservatory of Music, Mus.B.

ACTING ASSISTANT PROFESSOR OF 'CELLO AND THEORY

MARY PETTIGREW LEE, Mus.B.

Meredith College, Mus.B.; Summer Course in Piano Pedagogy, Diller-Quaile School of Music, New York City; Graduate Student, Eastman Conservatory.

INSTRUCTOR IN PIANO

* On leave of absence 1937-1938.

Student Assistants

SADA LOUISE CLARK

HELEN JONES

FRANCES TATUM

Student Assistants in Biology

CAROLYN AYDLETT

NINA GILBERT

KATHLEEN MIDGETT

MARGARET SHEPHERD

Student Assistants in Chemistry

KATHRYN ALDRIDGE

CAROLYN ANDREWS

FREIDA CULBERSON

MILDRED DAVIS

MARY LEE ERNEST

ELEANOR GAHRING

IRIS ROSE GIBSON

MARGARET STRICKLAND

VIRGINIA WATSON

MARY ESTHER WILLIAMS

Student Assistants in Library

SARAH MOORE BRYANT

MARY MATTHIS TURNER

BIERNE WILEY

Student Assistants in Physical Education

DOROTHY FOSTER

Student Assistant in Physiology

SARAH OLIVE

Student Assistant in Art

Faculty Committees

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Advanced Standing—MR. BOOMHOUR, MISS JOHNSON, MISS BARBER,
MR. CANADAY.

Appointments—MR. TYNER, MISS POTEAT, MR. COOPER.

Athletics—MISS ADKERSON, MRS. SORRELL, MISS YARBROUGH, MISS
D. TILLERY.

Bulletin—MISS HARRIS, MISS PORTER, MRS. WALLACE.

Catalogue—MR. BOOMHOUR, MR. CANADAY, MISS JOHNSON.

Classification—THE DEAN, with the heads of the departments.

Curriculum Committee—MR. TYNER, MR. BOOMHOUR, MR. FREEMAN,
MISS HARRIS, MR. RILEY.

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JOHNSON, MISS ALLEN, MISS POTEAT.

Lectures—MR. RILEY, MISS WINSTON, MISS HARRIS.

Library—MR. FREEMAN, MISS ALLEN, MISS BREWER, MISS HARRIS,
MISS M. TILLERY.

Petitions — DEAN BOOMHOUR, MR. FREEMAN, MISS WINSTON, MISS
KEITH, MR. RILEY.

Public Functions—MISS BAKER, MRS. SORRELL, MISS WHITE.

Concerts—MR. COOPER, MISS CRAWFORD, MR. ALDEN.

Freshman Orientation—MISS ENGLISH, MISS JOHNSON, MRS. WAL-
LACE, MISS BAKER.

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Meredith College

Foundation

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

Location

Meredith College is admirably located near the western boundary of the city of Raleigh. That Raleigh is an educational center is clearly shown by the number of schools and colleges located in its midst. The city is situated on the edge of a plateau which overlooks the coastal plain, and is 365 feet above the sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The site on which stand the buildings of Meredith College is 470 feet above the sea-level, and contains 182 acres of land. Federal highways numbers 1, 64, and 70 pass through the southern edge of the property, and there is a frontage of 1,800 feet on the Seaboard and Southern railroad tracks. Water is secured from the city of Raleigh; it is of excellent quality and is tested regularly by experts.

There are two groups of college buildings. One group consists of permanent, fireproof structures, and provides four dormitories, a library and administration building, and a dining room and kitchen building. The dormitories are three stories in height, and will accommodate one hundred and twenty-five students each. The dormitories are so arranged that there is a

bathroom between each two living rooms. Each living room provides for two students, with a separate closet for each occupant.

The other group of buildings consists of four temporary structures. One of these provides for auditorium and music studios and practice rooms. A second one has accommodations for the science departments; the equipment in these laboratories is the best that can be procured. A third building in this group provides classrooms and offices for other departments. The fourth building is a gymnasium, well equipped for its purpose.

Laboratories

Laboratories are furnished with water and gas, together with necessary supplies for individual work in chemistry, physics, biology, and home economics.

The State Museum, to which additions are continually being made, is accessible to the departments of science.

Library

The library is in charge of a trained librarian, and is scientifically classified and catalogued.

There are 20,400 volumes and 4,217 pamphlets in the library. These have been selected by heads of departments, and are in constant use by students. One hundred and eighty-six periodicals, twenty-seven college magazines, and nine newspapers are received regularly throughout the college year.

In addition to the library of Meredith College, the State College Library, the Olivia Raney Library, and the State Library are open to students. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

Religious Life

Religious activities have a definite place on the college campus. The Baptist Student Union coördinates all the religious life

through a council made up of general officers and the presidents of the four unit organizations: Y. W. A., B. T. U., Sunday School, and Service Band. A full-time religious secretary advises and directs the work.

The Young Woman's Auxiliary has a vesper service each Sunday evening, except the first one of each month, when the ten circles meet on the halls of the dormitories. This organization maintains a definite denominational affiliation, and all missionary contributions are directed through denominational channels.

The ten B. T. U.'s meet every week, first in a general meeting, and then in separate unions.

The Meredith Sunday School Department is made up of classes in the four different Baptist churches attended by Meredith girls. Members of other denominations attend the churches of their own communion.

Students interested in special forms of religious service, either on the foreign field or at home, find helpful associations in the Service Band. This year there are twenty members.

Classes in Mission Study and Sunday School and B. T. U. work are given during each college year.

All regular students are required to attend the chapel services five days each week. All boarding students, except seniors, are required also to attend Sunday school and church services each Sunday morning, five absences without excuse being allowed during the year.

Government

A system of student government prevails in the college, the basis of which is a set of regulations agreed to by faculty and students. The executive committee of the Student Government Association has general oversight of order and deportment among the students. An advisory committee from the faculty, however, assists the students in the solving of difficult problems. The restrictions imposed by this system of government are believed to be only those which will tend to bring about a normal,

wholesome student life; and any who are not willing to be guided by them should not apply for admission to the college.

Students whose general influence has not been good may be asked to withdraw.

Residence

All students not living in their own homes or with near relatives are required to live in the college dormitories. The number of resident students may not exceed five hundred.

Recognition

Meredith College is a member of the Southern Association of Colleges and Secondary Schools. Graduates who hold Meredith College degrees are eligible for full membership in the American Association of University Women. Meredith College is also on the list of colleges approved by the Association of American Universities.

Scholarships and Self-Help

1. There are thirteen endowed scholarships, each valued at \$120.00, as follows:

- a. Three E. F. Aydlett scholarships.
- b. The K. M. Biggs scholarship.
- c. The Z. M. Caveness scholarship.
- d. The Myrtle Hart Farmer scholarship.
- e. The J. M. Gardner scholarship.
- f. The Moses S. Jones scholarship.
- g. The Mrs. Sallie Bailey Jones scholarship.
- h. The Mr. and Mrs. W. H. Matthews scholarship.
- i. The J. H. Moore scholarship.
- j. The W. W. Parker scholarship.
- k. The W. A. Thomas scholarship.

2. The J. T. J. Battle scholarships (four of them), value of \$100 each.

3. Fifteen scholarships, of the value of \$100 each, administered by local chapters of Meredith College Alumnae.

4. One hundred merit scholarships will be awarded young women making the highest or next highest average in grades during the first three and one-half years of the high school course. One graduate will be received from each of 100 accredited high schools in the order in which applications are accepted. Such scholarships have a value of \$100.00 each.

5. A loan for payment of a part of college fees may be had from one of the following loan funds:

- a. The Elizabeth Avery Colton Loan Fund.
- b. The Louis M. Curtis Loan Fund.
- c. The John M. W. Hicks Loan Fund.
- d. The Helen Josephine Neal Loan Fund.
- e. The William H. Reddish Loan Fund.
- f. The Masonic Loan Fund.

If interested in this matter communicate with Mr. F. B. Hamrick, Meredith College.

- g. The Ida Poteat Loan Fund for juniors and seniors has been provided through the Alumnae of Meredith College. This fund is administered by an Alumnae committee. Application blanks are furnished upon request addressed to Miss Mae Grimmer, General Secretary of Alumnae Association, Meredith College, Raleigh, N. C.

6. There are made approximately one hundred appointments each year for self-help positions for those desiring them.

Hygiene and Care of the Sick

A well-equipped infirmary, under the direction of two graduate nurses is maintained for the benefit of students unable to attend regular work on account of sickness.

The physician in charge holds office hours at the college, at which time students may consult her upon all subjects of hygiene or concerning their personal health. The general laws of health are enforced as far as possible. It is the purpose of the college physician to prevent sickness by means of the knowl-

edge and proper observance of hygienic conditions. The diet of the sick is under the direction of the physician and nurse.

All necessary ocular and dental work for students should be attended to before they come to college or during a vacation. In emergencies this work may be done by specialists in Raleigh without loss of time from classes.

Vaccination against smallpox is required, and vaccination against typhoid fever is strongly advised. These should be administered before the student enters college.

Literary Societies

There are two literary societies: Philaretian and Astrotekton, meeting at frequent intervals. These societies are organized to give variety to the college life and to promote general culture.

In each society there is offered a memorial medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrews Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or social clubs of any sort is, therefore, prohibited.

College Publications

By the College

The Bulletin.—This is the official publication of the college, and appears quarterly. It will be mailed to any address regularly upon request to the President.

By the Students

The Acorn.—This is the literary magazine of the students. It will be mailed to any address upon receipt by the business manager of the subscription price—two dollars and fifty cents.

Oak Leaves, the college annual, is published by the literary societies. Anyone desiring a copy should communicate with the business manager of the annual.

The Twig.—Published fourteen times a year by the students. Communications should be addressed to the business manager of *The Twig*.

Personal Items

Students should bring with them towels, sheets, pillow, pillowcases, couch covers (or counterpanes), and all other bed coverings that are likely to be needed. Those expecting to arrive in Raleigh in the afternoon or at night should put sheets and towels in their suitcases. All rooms are furnished with single beds.

All laundry must be clearly marked with indelible ink.

The laundry fee (\$10.00) collected by the college covers cost of flat work only. Each student may have each week two sheets, two pillowcases, one counterpane, four towels, one bureau scarf.

Each student should be provided with overshoes, an umbrella, and a raincoat.

All windows are provided with shades. Curtains, draperies, rugs, and pictures from home will make the room more attractive.

Summer Session

Meredith College combines with Wake Forest College to operate a summer session. Wake Forest has operated a summer law school for more than forty years, and has operated an academic division for eighteen years. In 1933 Meredith joined its forces with those of Wake Forest to enlarge and strengthen the summer session. Beginning with the summer of 1935, and since that time, two divisions of the summer session have been operated, one at Wake Forest College and the other at Mars Hill College. Mars Hill has been in operation for more than three

quarters of a century, and is placing its resources at the command of the two colleges, and is coöperating in every way to make the summer session outstanding in spirit and in the type of work done. Both divisions are on a parity and are fully accredited by the State Department of Education for all the certificates issued by the department—elementary, high school, principal's and superintendent's.

The courses offered are an integral part of the work of the coöperating colleges and offer excellent opportunities for college students to earn additional credits toward degrees, and for teachers to earn credits for their own advancement and for raising their certificates. Nine to ten semester hours constitute the normal load for the nine weeks session.

The attendance in the summer sessions has increased from less than five hundred in 1934 to more than one thousand in 1936 and 1937.

A separate bulletin is issued for the summer session. For further information, address B. Y. Tyner, Director of the Mars Hill Division, Meredith College; or Dean D. B. Bryan, Wake Forest College, Wake Forest, North Carolina.

Expenses

Semester

Board, literary tuition, room (with light, heat,
and water), and other college fees.....\$225.00

The room reservation fee of \$10.00, paid before assignment of
room, is included in the above charges, and will be credited on the
semester's account.

PAYMENT OF FEES, SESSION 1938-1939

At fall semester matriculation:

By resident students.....\$100.00

By day students..... 30.00

By special students, one-half of semester's fees.

On November 10, by all students, balance of account for fall semester.

At spring semester matriculation:

By resident students.....\$100.00

By day students..... 30.00

By special students, one-half of semester's fees.

On March 31, by all students, balance of account for spring semester.

Departmental fees are extra, as follows:

	<i>Per</i>	<i>Semester</i>
Piano	\$37.50	\$45.00
Organ		45.00
Violin	\$37.50	45.00
Cello	\$37.50	45.00
Voice	\$37.50	45.00
Art		35.00
Art studio		2.50
Art Education 20-21		2.00
Art 35, Industrial		2.00
Single lessons in art.....		2.50
Chemical laboratory fee.....		2.50
Biological laboratory fee.....		2.50
Physics laboratory fee		2.50
Cooking laboratory fee.....		7.50
Sewing laboratory fee.....		1.00
Speech, private lessons.....		25.00
Use of piano one hour daily.....		4.50
For each additional hour.....		2.25
Use of organ, per hour.....		.15 and .25.

Expenses of Day Students

	<i>Per Semester</i>
Tuition	\$ 60.00
Library fee	5.00
Departmental fees are extra, according to courses taken.	
See statement of departmental fees above.	

Expenses of Special Day Students

	<i>Per Semester</i>
For one-class course.....	\$ 20.00
For two-class course.....	40.00
For three-class course.....	60.00
Subjects with laboratory courses require payment of laboratory fees.	
Graduation fee, including diploma, \$5.00.	
Directed teaching fee, \$15.00.	
Home management apartment fee, \$10.00.	

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves will be refunded. But in event of sickness of such a nature as in the opinion of the college physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the executive committee; provided, that no reduction will be made for absence of less than four weeks.

In view of the uncertainty of the cost of provisions, the price of board cannot be guaranteed. It is hoped that no emergency will arise to require any additional charge.

The medical fee of \$10.00 meets the charges for the college physician and the college nurse. Any service in addition to this, as well as all prescriptions, will be paid for by the patron receiving the benefit of the same.

The student budget fee is required of all resident students and of all day students taking as many as three subjects. This fee meets a student's obligations to the several student organiza-

tions, and includes subscriptions to the three student publications. The fee amounts to \$10.00 per year and is handled through the Student Government Committee.

Registration

On days of registration at the beginning of each semester each student is required to pay to the bursar the required fee, and show receipt for the same to the dean at the time of registration. Matriculation and registration are not completed until the course of study for the semester is approved by the dean.

No student may enter any class at the beginning of either semester until she has paid the required fee.

Any student who fails to register with the dean at the appointed time will be required to pay the bursar an additional fee of \$1 and to show receipt for the same to the dean. This special fee of \$1 will be required of those who are late in entering as well as those who neglect to arrange their courses with the dean, and will not be deducted from any bill. For time of registration, see page 33.

To secure rooms, application must be accompanied by a deposit of \$10. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

Admission Requirements

Fifteen units are required for admission to Meredith College.

Students are admitted to the college either (*A*) by certificate or (*B*) by examination.

A. The fifteen units offered for entrance must be certified by the principal of an accredited high school. A student who wishes to apply for admission by certificate should send to the president for a blank certificate, and have it filled out and signed by the principal of the school she is attending. This certificate should be filled out by the high school official and sent to Meredith College as soon as the final grades of the high school course are determined. All certificates should be filed in the president's office before August of the year in which the student wishes to enter.

B. Students who cannot present a certificate from an accredited school will be required to pass examinations before entering the college. Application for taking college entrance examinations should be made to the president of Meredith College before August of the year in which the student wishes to enter.

A student who presents the fifteen units for entrance, but who is deficient in some part or parts of the prescribed entrance requirements of the course for which she registers, will be allowed to enter the college. A student will be given two units of credit for entrance for a year's course in foreign language in the college. Deficiencies must be satisfied by the beginning of the third year.

Admission to College Classes

For admission to the freshman class a candidate must offer fifteen units of credit. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a

secondary school year, and is estimated to be equivalent to one-fourth of the work of one year in the high school.

Every candidate for a degree must offer :

English	4 units
Mathematics { Algebra	1.5 units
{ Plane Geometry	1 unit
Foreign languages { Latin	2 units
{ French	
{ German	
{ *Spanish	
History	1 unit
†Electives.....	5.5 units
<hr/>	
Total.....	15 units

Admission to Advanced Standing

A student applying for advanced standing or credit from another institution must present the following information :

(a) A certificate of honorable dismissal from the institution last attended. (b) An official transcript of her record at such institution, together with a catalogue that describes the courses taken. (c) Details of the units offered for college entrance and the name of the high school from which the entrance units were received. All of this information should be sent from the institution last attended to Meredith College at least two weeks before the opening of the session. Students who have completed two years of college work must indicate the major, minor and the other subjects that they expect to pursue the first semester.

When the candidate comes from an institution belonging to the Southern Association of Colleges and Secondary Schools or an association of equal rank, she will be given credit for the

* Spanish is accepted for entrance, but no Spanish is offered in Meredith.

† Electives may be chosen from the regular courses recommended by accredited high schools of North Carolina. Not more than two units of vocational subjects will be counted.

successful completion of courses that correspond to those offered by Meredith College. Credit for laboratory work will be estimated on the same basis as is allowed for corresponding work in Meredith College.

The maximum credit accepted from a junior college is sixty-two semester hours. Not more than thirty-two semester hours will be counted for the work of one year in a junior college.

Summer School Credits

The student should have the announcement of the summer school that she is to attend, and should secure the written approval of the heads of the departments for the courses that she plans to take. The names of these courses and the outline of the courses should be filed with the Committee on Advanced Standing before commencement. The student will be advised what credit will be allowed for the proposed summer work. The maximum credit allowed on a degree for a term of six weeks is seven semester hours; for nine weeks, ten semester hours; for twelve weeks, fourteen semester hours.

Definition of Entrance Requirements

ENGLISH (4 units)

The four units of English offered by students from an accredited high school will be accepted. Following the requirements of the National Conference on Uniform Entrance Requirements, the department expects that in all written work the student should pay constant attention to spelling and punctuation, and to the structure of sentences, paragraphs, and whole compositions. In all oral work there should be constant insistence upon the elimination of personal speech defects and of obscure enunciation. It is expected that the student be able to read with intelligence and appreciation work of moderate difficulty, and show familiarity with a few masterpieces.

FRENCH (2 units)*

FIRST-YEAR FRENCH (1 UNIT)

A. Careful drill in phonetics and grammar. Stress should be placed on French life and culture. Reading of 150-200 pages of easy French. Frequent dictations and oral exercises.

SECOND-YEAR FRENCH (1 UNIT)

B. Study of grammar continued. Reading of 300-400 pages of selected texts. Dictation and oral exercises. Geography of France and French civilization.

GERMAN (2 units)*

FIRST-YEAR GERMAN (1 UNIT)

A. Grammar and drill in pronunciation. Oral exercises and dictation. Reading of 150-200 pages from easy texts. German life and culture stressed.

SECOND-YEAR GERMAN (1 UNIT)

B. Grammar continued. Oral exercises and dictation. Reading of 300-400 pages of selected texts. Geography of Germany and German civilization.

LATIN (4 units)*†

FIRST-YEAR LATIN (1 UNIT)

(1) A thorough knowledge of forms and principles of syntax.

SECOND-YEAR LATIN (1 UNIT)

(2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

THIRD-YEAR LATIN (1 UNIT)

(3) Cicero, six orations, including the Manilian Law. At least one period a week should be devoted to prose composition.

FOURTH-YEAR LATIN (1 UNIT)

(4) Vergil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week.

* Entrance work in foreign languages exceeding two units may count as elective entrance units.

† The work of schools that follow the recommendations of the report of the Classical investigation will be accepted for any year of high school work.

HISTORY AND SOCIAL SCIENCE (4 units)*

The candidate may offer as many as four of the following units in history:

(a) Ancient history to the fifth century or to about 800 A.D., or early European history to about the beginning of the eighteenth century (1 unit).

(b) Medieval and modern European history, or modern European history from about the beginning of the eighteenth century (1 unit).

(c) English history (1 unit).

(d) American history (1 unit).

(e) Civics, economics, sociology ($\frac{1}{2}$ or 1 unit each).

MATHEMATICS (2.5 units)†

ALGEBRA (1.5 UNITS)

The requirements in algebra include the following subjects: The four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportions, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

PLANE GEOMETRY (1 UNIT)

The usual theorems and problems of some good textbook in plane geometry, together with a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

* Entrance work in history and social science exceeding one unit may count as elective entrance units.

† An additional half-unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given for algebra. Solid geometry may be offered as an elective and counts one-half unit.

SOLID GEOMETRY ($\frac{1}{2}$ UNIT)

This work should complete the chapters on straight lines and planes in space, prisms and cylinders, pyramids and cones, and spheres. Special emphasis should be placed on applications, the student solving a large number of problems illustrating the theorems of the text.

BIBLE (Elective)

Entrance credit of one unit may be allowed for work in one or more of the following branches of religious education: (1) Bible history, (2) Sunday School pedagogy, (3) missions.

SCIENCE (Elective)**PHYSIOLOGY AND HYGIENE ($\frac{1}{2}$ UNIT OR 1 UNIT)**

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

PHYSICAL GEOGRAPHY ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

PHYSICS ($\frac{1}{2}$ UNIT OR 1 UNIT)

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time should be given to individual laboratory work, which should be reported in carefully prepared notebooks.

BOTANY ($\frac{1}{2}$ UNIT OR 1 UNIT)

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relation of plants to other living things. A large part of this information should be gained by laboratory and field work.

CHEMISTRY ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should include the general laws and theories of chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds.

GENERAL SCIENCE ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should serve as an introduction to the study of the various branches of science, and should be based on some standard text.

HOME ECONOMICS (1 UNIT OR 2 UNITS)

A full unit in cooking will not be given unless a notebook certified by the teacher is presented. A unit or two units in this subject will be allowed, according to the time given to it. Two double laboratory periods will count for two recitations.

General Regulations of Academic Work

Routine of Entrance and Registration

1. *Enrollment.* All students, upon arrival in the city, will report to the office of the dean of women and enroll.

2. *Matriculation.* Each semester every student will pay to the bursar the required matriculation fee. Days for matriculation are as follows: for the first semester, September 6 and 7, and second semester, January 25.

3. *Registration.* Each semester every student will come to the dean's office, exhibit her matriculation card, and have her course of study for the semester approved by the dean. Days and hours for registration: for the first semester, September 6 and 7, 9:00 to 3:00 p.m.; second semester, January 25, 9:00 to 12:30 p.m. The penalty for not completing registration on time is an extra fee of \$1.00.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters parents and students are notified if students are not making satisfactory grades.

The grade of scholarship is reported in letters. A, B, C, and D indicate passing grades; E indicates a condition; F indicates that the student has failed and that the subject must be repeated in class.

The college reserves the right to exclude, at any time, a student whose academic standing or conduct it regards as undesirable.

Classification

Students are classified at the beginning of each semester. All freshmen are required to have at least fifteen standard units. The requirements for advancement in classification are as follows:

		<i>Semester hours</i>	<i>Quality points</i>
To sophomore	{ Fall	24	0
	{ Spring	39	12
To junior	{ Fall	54	24
	{ Spring	69	40
To senior	{ Fall	84	64
	{ Spring	92	84

Conditions

A student who is conditioned on any of the work of a semester will be given only one examination for removal of the condition.

Conditions for the work of the first semester must be removed on the first week of the next May, or on Wednesday of the opening week of the next session. Conditions for the work of the second semester must be removed on Wednesday of the opening week of the next session, or on the first week of the next December. If the student does not remove the condition at one of these two times she will be required to repeat the work in class.

A senior who has any condition at the end of the first semester must remove that condition before the end of the next March. A senior who has any condition on the work of the second semester will be given one opportunity to remove the condition during the first three days of the week following senior examinations.

A senior who does not have all conditions satisfied at the time specified will be dropped from the senior class. She will be given one opportunity to make up each condition at the regular

time for making up conditions during the following year, and will be graduated at the next commencement after she has made up all conditions.

No student will receive credit for work in any subject until her condition or deficiency in that subject is removed.

No student will be allowed an examination on other dates than those arranged above until she shall have shown to the dean good reason for it and paid to the bursar one dollar for the library fund. In the case of conflict with other college duties, or illness, this fee will be remitted.

The Department of English may impose a condition in English composition upon a student who hands in to any department a paper which contains gross violations of the fundamentals of English composition.

Requirements for Graduation

To be entitled to a degree, the student must during her college course prove herself to be of worthy character, and must complete in a satisfactory way the course of work prescribed for the degree in the school from which she wishes to be graduated. Unless she comes from a senior college approved by the Southern Association of Colleges and Secondary Schools, or by an association of equal rank, the candidate for a degree must spend at least two years in residence. The last work that is to count toward a degree must be done at Meredith. One hundred twenty semester hours are required for graduation. The grades on the one hundred twenty semester hours must be sufficient to entitle the student to one hundred twenty quality points.* A student taking part of her work in another institution must make grades in Meredith College sufficient to entitle her to as many quality points as semester hours required in Meredith College.

A senior taking a prescribed freshman course will receive only two-thirds of the regular credit for such course. Any deficiency in the number of prescribed hours resulting from the forfeiture of credit resulting from the application of this rule may be satisfied by substituting an equal number of hours of free elective credit.

Underclassmen and juniors are required to take not less than fifteen hours of work a week. Seniors are required to take at least fourteen hours of work each semester. Seniors who are doing Directed Teaching may take as few as twelve hours.

No student may take more than sixteen hours work unless she passed in fifteen hours the preceding semester and has permission from the faculty.

The maximum number of hours of credit that will be allowed during any semester is eighteen.

A student wishing to make up work under a tutor must consult the dean at the time she arranges her regular work.

*A grade of A gives three points, B gives two points, and C gives one point for each semester hour that counts towards graduation.

Degrees

The college confers the degrees of Bachelor of Arts and Bachelor of Science.

The requirements for the A.B. degree are 45 to 55 prescribed semester hours, 39 to 55 semester hours for major and minor, and free electives sufficient to make a total of 120 semester hours (pages 38-39).

The requirements for the degree of Bachelor of Science with a major in piano, organ, violin, violoncello, composition, voice, or public school music are given on page 90.

Preparation for Technical Work

For students who are preparing to enter technical schools, two hours of laboratory work will be considered equal to one hour of lecture or recitation, and the number of hours required for graduation will be increased according to the number of hours of laboratory taken.

A student planning to pursue the study of medicine, nursing, or the work of a technician can take at Meredith prerequisites in these fields. Such a student should obtain a copy of the requirements of the particular institution she intends to enter, and should choose her major, minor, and electives according to the requirements and suggestions of that institution.

Requirements for Degrees

A.B. Degree

1.	<i>Semester hours</i>
(a) English Composition 10-11	6
(b) English Literature 20-21	6
(c) Foreign language	*6 or 12
(d) **Social Science. One of the two following:	
(1) History 10-11, (2) Economics 20-21.....	6
(e) Religion 16-17 or 20-21.....	6
(f) General Psychology 20	3
(g) Science. One of the three following:	
(1) Biology 12-13, (2) Chemistry 10-11,	
(3) Physics 30-31	6
(h) One of the three following:	
(1) Ancient language, (2) Mathematics	
10-11, (3) a second laboratory science.....	6
(i) *Fine Arts: a theoretical course in art, Funda-	
mentals of Speech 10, or Music Appreciation	
23.2	2

2. Electives to be distributed as follows:

(a) A major elected from any department shown below as offering such, and a minor in any department not chosen for the major. Subjects required may count on a major or minor. The number of semester hours required by each department is given below. The details of requirements for a major and minor are given with the description of courses in each department.

	<i>Major</i>	<i>Minor</i>
Art	28	18
Biology	24	18
Chemistry	31	20
Economics, sociology	24	18
Education:		
Grade school	24	18
High school	21	18
English	30	24

* Only six semester hours of foreign language will be required of a student who has credit for four entrance units in foreign language. A beginning course in Latin, French or German will not satisfy this requirement.

** Sociology 26, 47 will satisfy the requirements in social science for students who major in home economics.

† Fine arts will not be required of a student who majors in home economics.

	<i>Major</i>	<i>Minor</i>
French	24	18
German .....	....	18
Greek .....	....	18
History	24	18
Home economics	24	18
Latin	24	18
Mathematics	24	18
Music, theoretical .....	....	18
Psychology, philosophy	24	18
Religion	24	18
General science	30	18

(b) Free electives sufficient to make a total of one hundred twenty semester hours, when added to the required and major subjects. Free electives may include any subject offered as a major, not previously included in the major or minor subjects; or practical music, not exceeding twelve semester hours. In order to receive credit for practical music the student must offer an equal amount of theoretical music with grades of C or higher.

Degree of B.S.

The requirements for the B.S. degree are outlined on pages 90, 91.

Schedule of Examinations

FALL SEMESTER

<i>Class</i>	<i>Examination</i>
11:00 M.W.F.....	10-12 Wed.
11:00 T.T.S.....	2- 4 Wed.
12:00 M.W.F.....	10-12 Thur.
12:00 T.T.S.....	2- 4 Thur.
1:45 M.W.F.....	10-12 Fri.
1:45 T.T.S.....	2- 4 Fri.
2:45 M.W.F.....	10-12 Sat.
2:45 T.T.S.....	2- 4 Sat.
8:30 M.W.F.....	10-12 Mon.
8:30 T.T.S.....	2- 4 Mon.
9:30 M.W.F.....	10-12 Tue.
9:30 T.T.S.....	2- 4 Tue.

SPRING SEMESTER

<i>Class</i>	<i>Examination</i>
11:00 M.W.F.....	10-12 Sat.
11:00 T.T.S.....	2- 4 Sat.
12:00 M.W.F.....	10-12 Mon.
12:00 T.T.S.....	2- 4 Mon.
1:45 M.W.F.....	10-12 Tue.
1:45 T.T.S.....	2- 4 Tue.
2:45 M.W.F.....	10-12 Wed.
2:45 T.T.S.....	2- 4 Wed.
8:30 M.W.F.....	10-12 Thur.
8:30 T.T.S.....	2- 4 Thur.
9:30 M.W.F.....	10-12 Fri.
9:30 T.T.S.....	2- 4 Fri.

The first day of the week on which an irregular class meets determines the time of the examination.

Schedule of Recitations

8:30—Mon. Wed. Fri.	8:30—Tue. Thur. Sat.	9:30—Mon. Wed. Fri.	9:30—Tue. Thur. Sat.	11:00—Mon. Wed. Fri.	11:00—Tue. Thur. Sat.
<p>Art 20-21 (a) Wed. Fri. Biol. 36 Mon. Wed., 37 Chem. 61 Wed. Fri. Eng. 10-11 (a) ; 49; 60 French 4-5 Hist. 36, 37 Home Ec. 42 Fri. Latin 42, 43 Wed. Fri. Math. 20-21 Psychol. 32; 35 Religion 20, 21 (a) Speech 10-11 (a) Music 10-0-11.0 (a) Wed. Fri.; 23.2; 36.6-37.6 Wed. Fri.; 40.1 Mon. Wed.</p>	<p>Art 26-27 Tue. Thur. Biol. 12-13 (a) Tue. Thur. Chem. 10-11 (a) ; 40 Ec.-Soc. 26, 27 Ed. 35; 40 Eng. 10-11 (b) ; 20-21 (a) ; 32, 33 Hist. 10, 11 (a) Home Ec. 60-61 Latin 8-9, 40, 41 Math. 40, 41 Psychol. 30; 33 (a) Philos. 40 Religion 20, 21 (b) Music 16.0-17.0; 20.1-21.1; 34.6-35.6 Tue. Thur.</p>	<p>Chem. 34 Mon. Ec.-Soc. 20-21 Ed. 31F (a) ; 45 Eng. 10-11 (c) French 10-11 (a, b) Hist. 10, 11 (b) ; 46, 47 Home Ec. 31 Wed. Latin 30, 31 Wed. Fri.; 33 Mon. Math. 10, 11 (a) ; 14-15 Psychol. 20 (a) Mon. Philos. 30, 31 Religion 16, 17 (a) Speech 10-11 (b) Music 30.0-31.0 Mon. Wed. Phys. Ed. 20-21 (a) Wed. Fri.</p>	<p>Biol. 40; 61 Sat. Ec.-Soc. 42; 47 Eng. 10-11 (d) ; 42-43 French 20-21 (a, b) German 6-7 Hist. 26, 27 (a) Home Ec. 10-11 Tue. Thur.; 15 Math. 10, 11 (b) ; 60 Philos. 20, 20S Speech 32, 33 Tue. Thur. Music 36.0-37.0 Phys. Ed. 20-21 (b) Tue. Thur.</p>	<p>Art 10-11 Mon. Biol. 12-13 (b) Wed. Fri. Ec.-Soc. 30, 31 Ed. 32S; 48, 49 Eng. 44, 45 French 42-43 Hist. 34; 39 Math. 30-31 Psychol. 33 (b) Religion 32, 32S; 33, 33S Music 26.0-27.0 Phys. Ed. 40-41 Wed. Fri.</p>	<p>Ed. 31 (b) ; 32; 34 Eng. 10-11 (e) ; 20-21 (b) ; 41; 46 French 6-7 German 4-5 Hist. 10, 11 (c) ; 30, 31 Latin 10, 11 Math. 10, 11 (c) Physics 30-31 Psychol. 20 Tue. Thur., 20 (d) Sat.; 21 Tue. Thur. Religion 16, 17 (b) ; 27; 34 Speech 34; 31 Tue. Thur. Music 20.0-21.0 Tue. Thur. Phys. Ed. 30-31 (a) Tue. Thur.</p>
<p>Laboratory Biol. 12-13 (b) Wed. Fri. Chem. 34 Wed. Fri. Home Ec. 31 Mon.</p>	<p>Laboratory Biol. 12-13 (a) Tue. Thur. 61 Tue. Thur.</p>	<p>Laboratory Biol. 12-13 (b) Wed. Fri. Chem. 34 Wed. Fri. Home Ec. 31 Mon.</p>	<p>Laboratory Biol. 12-13 (a) Tue. Thur. 61 Tue. Thur.</p>	<p>Laboratory Biol. 12-13 (c) Mon. Wed.; 23 (a) Mon. Wed. Chem. 10-11 (b) Wed. Fri.; 20-21 (a) Mon. Wed. Home Ec. 10-11 (a) Mon.; 10-11 (b) Wed. Fri.; 30 Mon., 31 Mon. Fri.</p>	<p>Laboratory Biol. 12-13 (d) Tue. Thur. Chem. 10-11 (a) Tue. Thur.</p>

12:00—Mon. Wed. Fri.	12:00—Tue. Thur. Sat.	1:45—Mon. Wed. Fri.	1:45—Tue. Thur.	2:45—Mon. Wed. Fri.	2:45—Tue. Thur.
<p>Biol. 12-13 (c) Wed. Fri.; 32, 33 Fri. Ec-Soc. 34, 45 Ed. 46, 47 Eng. 10-11 (f) German 10-11 Wed. Fri. Hist. 10, 11 (d); 42, 43 Home Ec. 30 Wed. Fri. Latin 37 Greek 36 Speech 40-41 Music 10.0-11.0 (b) Wed. Fri.; 42.6 Wed. Fri. Phys. Ed. 30-31 (b) Mon. Wed.</p>	<p>Biol. 20 Tue. Thur., 21 Tue. Chem. 20-21; 30, 31 Tue. Thur. Ed. 39 Eng. 10-11 (g); 34-35 French 10-11 (c, d); 30-31 Hist. 10, 11 (e); 26, 27 (b); 60 Home Ec. 40, 41 Greek 20-21 Religion 40, 41</p>	<p>Art 30-31 Biol. 32, 33 Mon. Chem. 10-11 (b) Eng. 20-21 (c); 38-39 French 10-11 (e, f) Hist. 10, 11 (f); 35 Home Ec. 20-21 Mon.; 35 Fri., 37 Mon. Wed. Latin 6-7 Math. 10, 11 (d) Geog. 30, 31 Religion 31; 35 Music 44.1 Wed. Fri.</p>	<p>Art 20-21 (b) Biol. 23 Thur. Eng. 30-31X Tue.; 52, 53 Tue. French 10-11 (e, f) Hist. 28, 29 Tue. Home Ec. 32 Tue.; 34 Latin 44, 45 Music 38.6, 39.6; 40.6, 41.6</p>	<p>Ed. 31 (c); 44 Eng. 10-11 (h); 20-21 (d) French 60 Greek 30-31 Math. 13 Music 10.6; 11.6 Mon. Fri. Phys. Ed. 10-11 (a) Mon. Wed.</p>	<p>Art 35 Tue. Psychol. 20 (b) Tue., 20 (c) Thur. Phys. Ed. 20-21 (c)</p>
<p>Biol. 12-13 (c) Mon. Wed.; 23 (a) Mon. Wed. Fri.; Chem. 10-11 (b) Wed. Fri.; 20-21 (a) Mon. Wed. Home Ec. 10-11 (a) Mon.; 10-11 (b) Wed. Fri.; 30 Mon. 31 Mon. Fri.</p>	<p>Biol. 12-13 (d) Tue. Thur. Chem. 10-11 (a) Tue. Thur.</p>	<p>Biol. 32, 33 Wed. Fri. Chem. 40 Wed. Home Ec. 20-21 Fri.</p>	<p>Biol. 12-13 (e); 20, 21 Chem. 20 (b); 30, 31 Home Ec. 32 Thur.</p>	<p>Biol. 12-13 (f) Mon. Fri.; 32, 33 Wed. Fri. Chem. 10-11 (c) Mon. Fri.; 40 Wed. Home Ec. 10-11 (a) Wed.; 20-21 Mon. Fri. Physics 30-31, Mon. Psychol. 21 Wed.</p>	<p>Laboratory</p>
<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>	<p>Laboratory</p>

Courses of Instruction

NOTE.—A course given an even number is offered the first semester; a course given an odd number is offered the second semester; a course with an even number followed by an S is a first semester course offered the second semester; a course with an odd number followed by an F is a second semester course offered the first semester. A course given two numbers separated by a hyphen continues through the year; a course given two numbers separated by a comma consists of two parts, either or both of which may be taken.

Courses given a number less than 20 are intended for freshmen; those numbered 20 to 29 for sophomores; 30 to 39 for juniors; 40 to 59 for seniors. Those numbered 60 to 69, or music courses ending in .6, are courses in methods.

I. Art

IDA ISABELLA POTEAT, *Professor*

MARY PAUL TILLERY, *Associate Professor*

The system of instruction in this department seeks to develop creative ability in the student, to stimulate appreciation of art, and to gain intellectual breadth and enriched culture through acquaintance with the various forms of art wherever found.

In order to receive credit for a technical course, a student must carry an equal number of hours of historical work.

The requirements for a major are 10-11, 16-17, 30-31, 40-41 or 42-43 or 44-45, four hours elective in historical work and 10 hours of technical art. Students who plan to teach art are required to take 20-21, 35, 39.

The requirements for a minor are 10-11, 16-17, 30-31, four semester hours of elective work in historical art, and two semester hours of technical art. Industrial Art 35 should be taken in connection with Applied Design 39 in order to meet the state requirements for a grade certificate.

A. Historical

10-11. Art Appreciation.

Required of freshmen who major in art. One hour credit each semester. Monday, 11:00.

A study of composition; the content and esthetic qualities in sculpture and painting; observation of color and light effects in nature.

MISS POTEAT

20-21. Art Education.

Two hours credit each semester. Sec. (a), Wednesday, Friday, 8:30; Sec. (b), Tuesday, Thursday, 1:45.

First semester: the elements and principles of design with application to problems in everyday life. Second semester: the aims of art in the public school with selection, preparation, and use of illustrative material and creative work to fit the needs of children of different grades.

(A fee of \$2.00 is charged for materials.)

MISS TILLERY

26-27. History of Ornament.

Two hours credit each semester. Tuesday, Thursday, 8:30.

A study of the origin, development, significance, and application of styles of ornament through the ages with attention to certain general laws which appear in styles of different periods independent of individual peculiarities of each.

MISS TILLERY

30-31. History of Art.

Open to all juniors and seniors. Three hours credit each semester. Monday, Wednesday, Friday, 1:45.

A survey of the history of the important styles of architecture, sculpture, painting, and the minor arts.

MISS POTEAT

35. Industrial Art.

Prerequisite: Art Education 20. One hour credit. Tuesday, 2:45.

An attempt to show the vital relation of art to life and industry and to develop an appreciation for the beautiful and the power to produce beautiful things. To be taken in connection with Applied Design 39.

MISS TILLERY

*[40-41. Advanced History of Art.

Open to all seniors. Two hours a week. Two hours credit each semester. Class hours to be arranged.

An intensive study of selected subjects and periods in art, with lectures, discussions, and special papers.]

MISS POTEAT

* Not given in 1938-1939.

42-43. Modern Art.

Prerequisite: History of Art 30-31. Two hours credit each semester.

The important art movements and theories from the eighteenth century to the present time. Special attention given to contemporary art.

44-45. The Art of the Renaissance.

Prerequisite: History of Art 30-31. Two hours credit each semester. Two hours a week.

The Renaissance movement in Italy as seen in architecture, sculpture, and painting; its development and influence in other countries down to the nineteenth century.

B. Technical**16-17. Drawing and Composition.**

Two hours credit each semester. Lecture 9:00, Monday and five studio hours a week.

A basic course dealing with the principles of drawing and composition. Problems in the organization of line, form, tone, and color with special attention to the laws of perspective. Various media to be used.

18-19. Costume Design.

Two hours credit each semester. One hour lecture and five studio hours a week.

Elements and principles of costume design based on a survey of historic and national costume to familiarize the student with the modern trend in styles; creative problems in designing costumes for various occasions, fabrics, and types.

22-23. Color and Design.

Two hours credit each semester. Lecture Tuesday, 11:00 and five studio hours a week.

A study of color theories and design principles; analysis of motifs and structural principles found in historic ornament; experiments with decorative composition and pure design.

24-25. Commercial Design.

Two hours credit each semester. One hour lecture and five studio hours a week.

A general course introducing various phases of the commercial art field; problems in lettering, illustration, and advertising layout, using pen, pencil, wash, and other media.

28. Modeling.

Two hours credit. Lecture Wednesday, 11:00 and five studio hours a week.

A general course in designing and modeling in relief and in the round, the making of molds, and casting in plaster.

32-33. Interior Decoration.

Prerequisite: 16-17, 30-31, or 26-27. Two hours credit each semester. One hour lecture and five studio hours a week.

A survey of period furniture and architectural backgrounds with original adaptation of these to practical modern problems; renderings in various media, in elevation and perspective.

36-37. Painting.

Two hours credit each semester. Lecture Monday, 12:00 and five studio hours a week.

Experimental studies in oil and water color using still life, landscape, and the draped life model as subjects.

39. Applied Design.

Thursday, 2:45. Three studio hours a week for one semester. One hour credit.

Problems in linoleum block printing, book making, leather work, and weaving.

(A fee of \$2.00 charged for materials.)

46-47 Advanced Painting.

Two hours credit each semester. Lecture: Wednesday, 1:45 and five studio hours a week.

A continuation of 36-37 emphasizing the study of form, color, and composition as shown in portrait, figure, still life, and landscape studies; figure composition in the studio as well as out of doors encouraged.

II. Biology

LENA AMELIA BARBER, *Professor*

DR. BESSIE EVANS LANE, *Professor of Physiology
and Hygiene*

*ELIZABETH BOOMHOUR, *Instructor*

MELBA HUNT GREENE, *Instructor*

NANCY BLAIR ELIASON, *Instructor*

The requirements for a major are 12-13, 20, 32, and 10 semester hours elected from 21, 23, 36, 37, 33, 40.

The requirements for a minor are 12-13, 20, 32, and 4 semester hours elected from 21, 23, 33, 36, 37, 40.

Chemistry 10-11 is required for a major or minor in biology.

12-13. General Biology.

Required of freshmen majoring in home economics who have not had high school biology. Elective for others. Two lectures and four laboratory hours a week. Six semester hours credit. Lectures: Sec. (a), Tuesday, Thursday, 8:30; Sec. (b), Wednesday, Friday, 11:00; Sec. (c), Wednesday, Friday, 12:00. Laboratory: Sec. (a), Tuesday, Thursday, 8:30-10:30; Sec. (b), Wednesday, Friday, 8:30-10:30; Sec. (c), Monday, Wednesday, 11:00-1:00; Sec. (d), Tuesday, Thursday, 11:00-1:00; Sec. (e), Tuesday, Thursday, 1:45-3:45; Sec. (f), Monday, Friday, 2:45-4:45.

A course aiming to present the most important biological facts and principles, and so to relate them that the student can apply them to the ordinary affairs of life. A study of protoplasm, the cell, the rôle of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, disease, death, the rôle of micro-organisms, growth, reproduction, and heredity. The types of organisms studied in the laboratory, beginning with unicellular forms and leading up to vertebrates, an intensive study being made of the frog.

Laboratory fee, \$2.50.

Lectures: MISS BARBER

Laboratory: STAFF

* On leave of absence 1937-1938.

20. General Botany.

Six hours laboratory and field work a week. Four semester hours credit. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

Laboratory fee, \$2.50.

MISS BARBER

21. Plant Taxonomy.

Prerequisite: Biology 12-13, 20, or a year of standard high school biology or botany. Three semester hours credit. Lecture: Tuesday, 12:00. Laboratory and field studies: Tuesday, Thursday, 1:45-4:45.

A study of the external morphology, identification, classification, and distribution of plants in the vicinity.

Laboratory fee, \$2.50.

MISS BARBER

23. Bacteriology.

Required of sophomores majoring in home economics. Elective for others. Prerequisite: Biology 12 and Chemistry 10-11 or their equivalents. Three semester hours credit. Lecture: Thursday, 1:45. Laboratory: (a) Monday, Wednesday, 11:00-1:00. (b) Tuesday, Thursday, 2:45-4:45.

A general study of bacteria, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work includes culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, water, and milk; and experiments on fermentation.

Laboratory fee, \$2.50.

MISS ELIASON

32. Invertebrate Zoology.

Prerequisite: Biology 12-13. Four semester hours credit. Lectures: Monday, 1:45; Friday, 12:00. Laboratory: Wednesday, Friday, 1:45-4:45.

A course dealing with the morphology, physiology, life history, and economic importance of a series of invertebrate animal types.

Laboratory fee, \$2.50.

MISS ELIASON

33. Comparative Anatomy of Vertebrates.

Prerequisite: Biology 12-13. Four semester hours credit.
Hours same as for course 32.

Lectures dealing with the morphology, physiology, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, reptiles, birds, and mammals, to be dissected in the laboratory.

Laboratory fee, \$2.50.

MRS. GREENE

36. Human Physiology.

Required of students majoring in home economics. Elective for others. Three semester hours credit. Lectures: Monday, Wednesday, 8:30. Laboratory: one period of three hours to be arranged.

Anatomy to be studied only as far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscles and nervous systems of other mammals and simple experiments.

Laboratory fee: \$2.50.

DR. LANE

37. Hygiene.

Prerequisite: Biology 36 or its equivalent. Required of students preparing to teach in the grades. Elective for others. Monday, Wednesday, Friday, 8:30.

A standard course in "First Aid" to be given during the first six weeks of the spring semester. Those meeting the requirements will be given a certificate in "First Aid" by the American Red Cross. Personal, school, and community hygiene to be studied the remainder of the semester.

DR. LANE

40. Genetics.

Prerequisite: Biology 12-13 or its equivalent. Three semester hours credit. Tuesday, Thursday, Saturday, 9:30.

A study of the principles of heredity and variation. Results of recent investigations in both botany and zoology included in discussions.

MISS ELIASON

61. Teaching of Biology.

Prerequisite: Biology 20, 32. Lecture: Saturday, 9:30. Laboratory, Tuesday, Thursday, 8:30-10:30.

Laboratory fee, \$2.50.

MISS ELIASON

III. Chemistry

LULA GAINES WINSTON, *Professor*

MARY ELIZABETH YARBROUGH, *Associate Professor*

CARLYLE HACKNEY, *Instructor*

The requirements for a major are 10-11, 20-21, 30, 31, 34, 40. Physics 30-31 is required of students majoring in Chemistry.

The requirements for a minor are 10-11, 20-21, and 4 semester hours elected from other courses in the department, exclusive of 61.

10-11. General Chemistry.

Required of freshmen majoring in home economics. Elective for others. Eight semester hours credit. Lectures: Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Monday, Wednesday, Friday, 1:45. Laboratory: Sec. (a), Tuesday, Thursday, 11:00-1:00; Sec. (b), Wednesday, Friday, 11:00-1:00; Sec. (c), Monday, Friday, 2:45-4:45.

A study of the occurrence, preparation, and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject traced and the fundamental principles of chemistry discussed as far as possible. Special emphasis laid upon the practical application of the science to daily life.

Laboratory fee, \$5.00.

Lectures: MISS WINSTON

Laboratory: MISS YARBROUGH

20-21. Organic Chemistry.

Prerequisite: Chemistry 10-11. Eight semester hours credit. Lectures: Tuesday, Thursday, Saturday, 12:00. Laboratory 20, Sec. (a), Monday, Wednesday, 11:00-1:00; Sec. (b), Tuesday, Thursday, 1:45-3:45, Laboratory 21, Monday, Wednesday, 11:00-1:00.

The lectures taken up with the study of the hydrocarbons and their derivatives. The laboratory periods for the first semester given to exercises in qualitative analysis; for the second semester to organic preparations.

Laboratory fee, \$5.00.

MISS WINSTON

30, 31. Quantitative Analysis.

Elective. Prerequisite: Chemistry 20-21. Two lectures and six hours of laboratory work a week. Four semester hours credit each semester. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

The classroom work devoted to the discussion of the methods used in the laboratory, the theory of quantitative separations and chemical calculations. The laboratory work given to standard gravimetric and volumetric methods of analysis.

Laboratory fee, \$5.00.

MISS YARBROUGH

34. Organic Chemistry—Carbocyclic Compounds.

Elective. Prerequisite: Chemistry 20-21. Three semester hours credit. Lectures: Monday, 9:30. Laboratory: Wednesday, Friday, 8:30-10:30.

A course intended primarily for students preparing to study medicine. The laboratory periods devoted to the preparation of the carbocyclic compounds; the recitations to a theoretical study of these compounds.

Laboratory fee, \$2.50.

MISS WINSTON

40. Chemistry of Food and Nutrition.

Elective. Prerequisite: Chemistry 20-21. Four semester hours credit. Lectures: Tuesday, Thursday, Saturday, 8:30. Three hours of laboratory work: Wednesday, 1:45-4:45.

A study of the chemistry and functions of foodstuffs; the amounts of food required in nutrition; and the composition and nutritive values of food materials.

TEXT: Sherman, *Chemistry of Food and Nutrition*, Fifth Edition.

MISS YARBROUGH

61. Methods of Teaching Chemistry.

Elective. Prerequisite: Chemistry 20-21. Two hours of lecture and recitation, and two hours of laboratory work a week for the second semester. Lectures: Wednesday, Friday, 8:30.

A course intended to prepare students to teach chemistry in the high schools.

MISS WINSTON

IV. Economics and Sociology

MAUDE CLAY LITTLE, *Assistant Professor*

The requirements for a major are 20-21, 26, 27, 47 and 9 semester hours elected from 30, 31, 34, 42, 45.

The requirements for a minor are 20-21, 26, 27, and 6 semester hours elected from 30, 31, 34, 42, 45, 47.

20-21. Principles of Economics.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 9:30.

26. Principles of Sociology.

Open to sophomores, juniors, and seniors. Tuesday, Thursday, Saturday, 8:30.

27. Modern Social Problems.

Prerequisite: Sociology 26. Open to sophomores, juniors, and seniors. Tuesday, Thursday, Saturday, 8:30.

30. The Economics of Consumption.

Prerequisite: Economics 20-21. Monday, Wednesday, Friday, 11:00.

A study of individual, family, and national consumption.

31. Labor Problems.

Prerequisite: Economics 20-21. Monday, Wednesday, Friday, 11:00.

A consideration of the problems of modern labor, such as unemployment, industrial insurance, trade unionism, and the status of the laborer.

34. Urban Sociology.

Prerequisite: Sociology 26. Monday, Wednesday, Friday, 12:00.

A study of human ecology, with especial emphasis on urban social problems.

42. Race Problems.

Prerequisite: Sociology 26. Tuesday, Thursday, Saturday, 9:30.

The history, causes, and effects of immigration; methods of assimilation.

45. Public Welfare.

Prerequisite: Sociology 26. Monday, Wednesday, Friday, 12:00.

A study of the organization of social work.

47. Social Problems of the Family.

Prerequisite: Sociology 26. Open to seniors only, except by special permission. Tuesday, Thursday, Saturday, 9:30.

The historical development and contemporary problems of marriage and the family.

V. Education

BUNYAN Y. TYNER, *Professor*

ETHEL EVANGELINE ENGLISH, *Assistant Professor*

SALLIE B. MARKS, *Assistant Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the state. Courses marked (R) are required of all students who expect to secure a certificate of any kind; those marked (H) of those desiring certificates to teach high school subjects, public school music, or fine arts; those marked (P) of those desiring to teach in primary grades 1-3; those marked (G) of those desiring to teach in grammar grades 4-7. Courses marked (E) may be taken to meet professional requirements for all certificates. Students intending to teach should confer with the Department of Education during their sophomore year to make sure that they will meet the requirements for the State A grade certificate.

Majors in Education

Students pursuing the program of studies leading to the A-grade certificate on either the primary or grammar grade level will automatically make education their major. In addition to the pro-

professional courses outlined on pages 54-55, at least one of the following courses in education is required for the major: Education 34, 39, 40, 45, making a total of 24 semester hours. For those pursuing courses leading to teaching in the high school, if education is made the major, in addition to the professional courses outlined on page 53, at least two of the education courses numbered 33, 34, 39, 40, 45 must be taken, making a total of at least 24 semester hours. Care should be exercised to see that the major and minor total the catalogue requirement, and that the requirements of the department in which the minor falls are met. Courses in education are open as general electives to those not majoring in education. Certain courses in psychology may be counted on education majors and minors, with the advice and approval of the head of the Department of Education.

Minors in Education

Students wishing a minor in elementary education will take the following subjects: Education 31 and 35, and at least four subjects from the following group: Education 34, 39, 44, 45, 46, 47, 48, 49. Total 18 semester hours.

Those desiring a minor on the secondary school level will take the following subjects: Education 31 and 32 and at least four subjects from the following group: Education 34, 39, 40, 45, 60. Total 18 semester hours.

Certain courses in psychology may be counted on an education minor, with the advice and approval of the head of the Department of Education.

HIGH SCHOOL TEACHER'S CERTIFICATES

Those who expect to secure a grade A certificate, to teach in high school, must meet the requirements listed below. *It is recommended that students be able to teach at least two subjects in the high school. Majors and minors may be used to this end, but it should be noted that the requirements for state certificates and the college requirements for majors and minors do not always coincide.*

I. Subject-Matter Courses

A major and minor should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

English (24), French (18), German (18), Latin (24), history and social science (24), mathematics (15), science (30). The fol-

lowing combinations are suggested: English-Latin, English-French, English-history, Latin-French, history-mathematics, history-French, science-mathematics, or—

A major should be selected from the following: fine arts (30); public school music (30), including three semester hours in voice; home economics (45).

II. Professional Courses

Educational Psychology (Ed. 31).....	3 semester hours
Principles of Secondary Education (Ed. 32).....	3 semester hours
Materials and Methods of Teaching the Major and Minor Subjects (Ed. 60 or 61).....	3 or 6 semester hours
Six semester hours chosen from courses in edu- cation marked (E).....	6 semester hours
Observation and Directed Teaching (Ed. 70).....	3 semester hours
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Total required	18 semester hours

These courses should be taken in the order here listed, all preceded by General Psychology. All students planning to teach on the high school level are advised to take Physical Education 40-41.

GRADE SCHOOL TEACHER'S CERTIFICATES

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree, meet the following specific requirements:

I. Subject-Matter Courses

English, including 6 hours of composition.....	12 semester hours
Children's Literature (Education 35).....	2 or 3 semester hours
American History and Citizenship (32, 33).....	6 semester hours
Geography (30, 31).....	6 semester hours
Drawing (Art Education 20, 21).....	4 semester hours
Industrial Arts (Art 35, 39).....	2 semester hours
Music 10.6; 11.6; 23.2.....	3 or 4 semester hours
Physiology and Health Education (Biol. 36, 37)....	6 semester hours
Physical Education (Course 60-61).....	2 semester hours

II. Professional Courses

Educational Psychology (Ed. 31).....	3 semester hours
Child Psychology (Ed. 33)	3 semester hours
School Org. and Classroom Procedures (Ed. 44)....	3 semester hours
*Educational Measurements (Ed. 34)	3 semester hours
Elementary Education—Primary or Grammar	
Grades (Ed. 46, 47 or 48, 49).....	6 semester hours
Observation and Directed Teaching (Ed. 70).....	3 semester hours
For Major (Ed. 34, 39, 40, 45).....	3 semester hours
—	
Total.....	24 semester hours

*Students majoring in primary education may substitute some other course in education for Educational Measurements if they so desire.

To meet the State physical education requirement of 2 semester hours, course 60-61 may be substituted for a year of physical education required of all candidates for a degree.

ELEMENTARY EDUCATION

(Suggested order of arrangement)

FRESHMAN YEAR

	Sem. Hrs.
English 10-11	6
Modern or ancient language.....	6
History 10-11 or Religion 16, 17.....	6
Biology 12-13 or Chemistry 10-11.....	6
Mathematics 10-11, or one of the options listed above.....	6
—	
	30

SOPHOMORE YEAR

	Sem. Hrs.
English 20-21	6
Modern or ancient language.....	6
Psychology 20	3
Art. Ed. 20-21	4
Music 10.6, 11.6	3
¹ Electives	8 to 10
—	
	30 to 32

¹ With the approval of the head of the Department of Education, Educational Psychology may be taken during the second semester of the sophomore year if Psychology 20 has been taken in the first semester. If Education 31 has been taken in the sophomore year an elective may be taken in its place the first semester of the junior year.

JUNIOR YEAR

	Sem. Hrs.
¹ Education 31	3
Psychology 33	3
Education 46-47 or 48-49	6
History 32-33	6
Geography 30, 31.....	6
² Industrial Arts 35, 39.....	2
³ Electives	4 to 6
	<hr/> 30 to 32

SENIOR YEAR

	Sem. Hrs.
Education 35	3
Education 44	3
Biology 36, 37.....	6
⁴ Education 34	(3)
Education 70 or 71.....	3
Physical Education 60-61	(2)
³ Electives	12 to 15
	<hr/> 30

Education Courses

31F, 31. Educational Psychology.

Prerequisite: Psychology 20. Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 11:00; Sec. (c), Monday, Wednesday, Friday, 2:45. Sec. (a), first semester only. Secs. (b) and (c), second semester only.

An attempt to give the student a knowledge of psychological principles in their educational aspects. Especial attention to learning.

MR. TYNER, MISS MARKS

¹ With the approval of the head of the Department of Education, Educational Psychology may be taken during the second semester of the sophomore year if Psychology 20 has been taken in the first semester. If Education 31 has been taken in the sophomore year an elective may be taken in its place the first semester of the junior year.

² If necessary in order to get in a minor, Industrial Arts 35, 39 may be omitted until the senior year.

³ Students should plan a minor the first semester of the junior year and carry it through both the junior and senior years.

⁴ Required on the grammar grade level. Recommended for primary and high school teachers as an elective in education.

32, 32S. Principles of Secondary Education. (H)

Elective for juniors and seniors. Prerequisite or parallel: Educational Psychology 31. First semester, Tuesday, Thursday, Saturday, 11:00; second semester: Monday, Wednesday, Friday, 11:00.

A consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; student guidance and accounting; managerial factors; records and reports.

MR. TYNER

33. Child and Adolescent Psychology. (P-G-E)

For description of course, see Child and Adolescent Psychology 33 (p. 80). Sec. 33(a) Tuesday, Thursday, Saturday, 8:30; Sec. 33(b) Monday, Wednesday, Friday, 11:00.

MISS MARKS

34. Educational Measurements. (G-E)

Tuesday, Thursday, Saturday, 11:00.

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school and to those majoring in the social sciences.

MISS ENGLISH

35. Children's Literature. (P-G)

Elective for juniors. Tuesday, Thursday, Saturday, 8:30.

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization and story-telling, and other factors, including the activities of the children which influence oral and written speech.

MISS ENGLISH

39. History of Education. (E)

Elective for juniors and seniors. Prerequisite: History 10, 11. Tuesday, Thursday, Saturday, 12:00.

A survey of educational theories and practices from primitive times to the present; designed to provide a background for an approach to contemporary educational problems. The major emphasis placed on modern education.

MRS. WALLACE

40. Administration and Supervision of Public Education. (E)

Open to juniors and seniors. Prerequisite: Ed. 31, and 32 or 44. Tuesday, Thursday, Saturday, 8:30.

A course dealing with the general principles of administration and supervision of public education. The influence of the several factors of control noted and evaluated. The principal emphasis in the course to be placed, however, upon the teacher's relation to the administrative and supervisory officials of the school system, with a view to the improvement of instruction in the classroom and the effective coördination of the various activities of the school as a whole.

MR. TYNER

44. School Organization and Classroom Procedure. (P-G)

Required of students working toward elementary certificate. Elective for juniors. Not open to students taking Education 32. Monday, Wednesday, Friday, 2:45.

An attempt to consider in the light of scientific investigation and experience some of the factors and problems which confront the teacher in her daily work: the curriculum; the teacher; organization and control; extra-curricular activities; the school plant; records and reports; relation of teachers and pupils to one another; relation of school to community.

MISS MARKS

45. Philosophy of Education. (E)

Open to juniors and seniors. Prerequisite: Ed. 31, and 32 or 44. Monday, Wednesday, Friday, 9:30.

An examination and discussion of the place of education in society, especially in its relationship to democracy. The viewpoints of such leaders as Plato, Aristotle, Locke, Hume, and Spenser considered, with the major emphasis, however, upon the views of contemporary educational leaders—Dewey, Horne, Kilpatrick, Bode, Kuehner, Demiashkevich, Morrison, Monroe, Briggs, and others. *The Educational Frontier*, a recent publication, and the magazine *The Social Frontier*, given special consideration.

MR. TYNER

46. Elementary Education: Grades 1-3.

Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching reading, language, spelling, and writing in the primary grades. Observation required and activities stressed.

MISS MARKS

47. Elementary Education: Grades 1-3.

Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching arithmetic, health, and social studies in the primary grades. Observation required and activities stressed.

MISS MARKS

48. Elementary Education: Grades 4-7.

Monday, Wednesday, Friday, 11:00.

A study of materials and methods of teaching reading, language, spelling and writing in the grammar grades. Observation required. Teaching on the basis of directed learning through activity programs also considered.

MISS ENGLISH

49. Elementary Education: Grades 4-7.

Monday, Wednesday, Friday, 11:00.

A study of materials and methods in the grammar-grade subjects other than reading, language, spelling, and writing. Observation required and units of work developed and evaluated.

MISS ENGLISH

Departmental Courses (Materials and Methods)**60-61.**

Description of these courses will be found under the several departments. Courses numbered 60-61, inclusive, count as education, three hours of which are required for a high school certificate to teach in one field; six hours may be taken by those who wish a certificate to teach in two fields. The letter after the number indicates the department from which the principal subject-matter of the

course is taken. The following courses are offered for teachers on the high school level:

- 61 B. The Teaching of Biology.
- 61 C. The Teaching of Chemistry.
- 60 E. The Teaching of English.
- 61 F. The Teaching of French.
- 60 H. The Teaching of History.
- 60-61 H. E. The Teaching of Home Economics.
- 60 L. The Teaching of Latin.
- 60 M. The Teaching of Mathematics.
- 39.6 Mus. The Teaching of Music in the High School.
- 40-41 or 60-61 P. E. The Teaching of Physical Education.

Observation and Directed Teaching*

70, 71.

It is contemplated that seniors will do observation and teaching for an hour a day for one full semester to meet the requirements for the State A grade certificate. At least 60 clock hours should be planned, fully one half of which must be in actual teaching. Students are encouraged to get in as much more observation and teaching under supervision and guidance as time will permit. Arrangements are provided for this work to be done under well qualified and experienced teachers in some of the most progressive schools in the State. Hours will be arranged to meet the schedule and convenience of the student and of the school in which the observation and teaching are to be done. *At least two consecutive class periods should be reserved in the schedule of seniors planning to teach in either the fall or spring semester.* Prerequisites to teaching on the high school level are: Education 31, 32, and 60 or 61 in the subject in which teaching is to be done. On the elementary level: Education 31, 44, and 46-47, or 48-49. The work essentially as outlined in the junior year is recommended. The department also expects a student to rank well in scholarship, especially in her major and minor subjects, and in other ways to show promise of becoming a successful teacher, before being assigned to a school for supervised teaching. Students are advised so to plan their schedules that they will not have to carry more than twelve to fourteen hours of work, including teaching, during the semester in which supervised teaching is done. Fee \$15.00. *Three semester hours credit.*

*If all the requirements have been met except observation and directed teaching, the Class B certificate will be issued. After one year of successful teaching experience the applicant may then be issued the Class A certificate.

VI. English

JULIA HAMLET HARRIS, *Professor*

MARY LYNCH JOHNSON, *Associate Professor*

MARY JAMES SPRUILL, *Assistant Professor*

LOUISE LANHAM, *Instructor*

NORMA ROSE, *Instructor*

English 10-11 is prerequisite for English 20-21; English 20-21 is prerequisite for all other courses in English except English 34-35 and English 38-39.

The requirements for a major are 10-11, 20-21, 32-33 or 42-43, 38-39, and 6 semester hours elected from 34-35, 36, 37, 40, 41, 42-43, 45, 46, 47, 49, 50-51, 52, 53.

The requirements for a minor are 10-11, 20-21, 32-33 or 42-43, 38-39.

Students with advanced standing who take a major or minor in English will be expected to take at Meredith the courses above 21 required for majors or minors.

10-11. English Composition.

Required of freshmen. Sec. (a), Monday, Wednesday, Friday, 8:30; Sec. (b), Tuesday, Thursday, Saturday, 8:30; Sec. (c) Monday, Wednesday, Friday, 9:30; Sec. (d), Tuesday, Thursday, Saturday, 9:30; Sec. (e), Tuesday, Thursday, Saturday, 11:00; Sec. (f), Monday, Wednesday, Friday, 12:00; Sec. (g), Tuesday, Thursday, Saturday, 12:00; Sec. (h), Monday, Wednesday, Friday, 2:45.

Composition based on selected masterpieces of literature. Themes and conferences.

STAFF

20-21. Outline History of English Literature.

Required of sophomores. Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Tuesday, Thursday, Saturday, 11:00; Sec. (c), Monday, Wednesday, Friday, 1:45; Sec. (d), Monday, Wednesday, Friday, 2:45.

A general survey of English literature through the eighteenth century.

MISS JOHNSON, MISS SPRUILL, MISS LANHAM.

30-31x. Fundamentals of English Composition.

Required of juniors and seniors who have a condition in English composition. No credit. Tuesday, 1:45. MISS SPRUILL

32. The Histories and Comedies of Shakespeare.

Open to juniors and seniors. Required of students taking a major or a minor in English. Tuesday, Thursday, Saturday, 8:30.
MISS HARRIS

33. The Tragedies of Shakespeare.

Open to juniors and seniors. Required of students taking a major or a minor in English. Tuesday, Thursday, Saturday, 8:30.
MISS HARRIS

34-35. Advanced Composition.

Open to sophomores, juniors, and seniors. Thursday, 12:00.

MISS HARRIS

*[36. Contemporary Drama.

Open to juniors and seniors. Tuesday, 1:45.] MISS LANHAM

*[37. Contemporary Prose Fiction.

Open to juniors and seniors. Tuesday, 1:45.] MISS LANHAM

38-39. Old English.

Open to sophomores, juniors, and seniors. Required of students taking a major or a minor in English. Monday, Wednesday, Friday, 1:45.

A study of the language, with selected readings from Old English prose and poetry. A study of Middle English during half the second semester.

MISS JOHNSON

*[40. Milton.

Open to juniors and seniors. Monday, Wednesday, Friday, 11.00.

A study of the poetry and of selections from the prose of Milton.]

MISS HARRIS

41. Browning.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11.00.

A study of Browning, supplemented by selections from Tennyson and Arnold.

MISS JOHNSON

* Not given in 1938-1939.

42-43. The Principles of Literary Criticism.

Open to seniors. Tuesday, Thursday, Saturday, 9:30.

A study of the most important theories of poetry and of the principles of literary criticism. Reading of examples of the various types of literature for the application of these principles.

MISS HARRIS

44. Spenser.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A study of the poetry of Spenser.

MISS HARRIS

45. American Literature of the Nineteenth Century.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

MISS HARRIS

46. Chaucer.

Open to juniors and seniors. Prerequisite: English 38-39. Tuesday, Thursday, Saturday, 11:00.

A study of the language and writings of Chaucer, with especial attention to *The Canterbury Tales*.

MISS JOHNSON

***[47. English Romantic Poetry of the Nineteenth Century.**

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

A study of Wordsworth, Shelley, and Keats, supplemented by selections from Coleridge, Byron, and Scott.]

MISS JOHNSON

49. Eighteenth Century Prose.

Open to juniors and seniors. Monday, Wednesday, Friday, 8:30.

A study of eighteenth century prose, with emphasis on Johnson and his circle.

MISS SPRULL

* Not given in 1938-1939.

50-51. Beowulf.

Open to juniors and seniors. Prerequisite: English 38-39.
Hour to be arranged.

MISS JOHNSON

52. The Contemporary Essay.

Tuesday, 1:45.

MISS LANHAM

53. Contemporary Poetry.

Tuesday, 1:45.

MISS LANHAM

60. The Teaching of English.

Open to seniors taking a major or a minor in English. Monday, Wednesday, Friday, 8:30.

A review of the subject-matter and a study of the methods involved in teaching English in high school. Discussions, reports, papers, and conferences.

MISS SPEUILL

VII. French

CATHERINE ALLEN, *Professor*MARY LOUISE PORTER, *Associate Professor*ETHEL KATHRYN DAY, *Instructor*

The requirements for a major are 10-11, 20-21, 30-31, 42-43. The requirements for a minor are 10-11, 20-21, 30-31.

4-5. Elementary French.

A course for those who do not offer French for entrance. Credit: two units or six semester hours. Monday, Wednesday, Friday, 8:30.

This course includes: (1) a practical study of French pronunciation; (2) a thorough presentation of functional grammar; (3) readings based on French life and French institutions.

MISS DAY

6-7. Elementary and Intermediate French.

A continuation of French 4-5. Prerequisite: one unit of French. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

MISS PORTER

10-11. Composition and Advanced Grammar.

Prerequisite: French 4-5 and 6-7, or equivalent preparation.
Secs. (a), (b), Monday, Wednesday, Friday, 9:30; Secs. (c), (d), Tuesday, Thursday, Saturday, 12:00; Secs. (e), (f), Monday, Wednesday, Friday, 1:45.

An advanced course for students having a good general knowledge of French.

Review of French syntax; phonetics; dictation; classroom use of French whenever possible. A course intended to encourage appreciation of the language and of the civilization.

MISS DAY and MISS PORTER

20-21. Survey of French Literature.

Prerequisite: French 10-11. Secs. (a), (b), Tuesday, Thursday, Saturday, 9:30.

A course providing an historical background and biographical sketches, and including a study of pronunciation, grammar, and French composition.

MISS DAY and MISS PORTER

30-31. French Poetry.

Prerequisite: French 20-21. Tuesday, Thursday, Saturday, 12:00.

The middle ages, the poetry of chivalry, the courtly lyric of the fourteenth and fifteenth centuries. The sixteenth century court and religious poetry. The seventeenth century reform in poetry, the lyric element in the work of the classic writers. The eighteenth century; the end of classicism. The nineteenth century romantic poetry, Parnassian poetry, contemporary poetry.

MISS ALLEN

*[42-43. Development of the French Novel.

Prerequisite: French 30-31. Monday, Wednesday, Friday, 11:00.

Origin of prose fiction in the middle ages. General tendencies of seventeenth century fiction. The eighteenth century; the novel as a study of society. The historical novel of the nineteenth century. The tendency of contemporary fiction.]

MISS ALLEN

* Not given in 1938-1939.

60. The Teaching of French.

Monday, Wednesday, Friday, 2:45.

Reports and discussion of methods. Consideration of modern language texts. Modern Language Journal read and discussed. Review of grammar.

MISS ALLEN

VIII. German

CATHERINE ALLEN, *Professor*

RUTH COUCH ALLEN, *Instructor*

The requirements for a minor are 4-5, 6-7, 10-11.

4-5. Elementary German.

A course intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 11:00.

Grammar, prose composition, drill in phonetics, reading of short stories and plays by modern writers, conversation, dictation. Emphasis on German life, culture, and geography.

STAFF

6-7. Elementary German.

Prerequisite: One year of German. Credit: two units or six semester hours. Tuesday, Thursday, Saturday, 9:30.

Study of grammar continued. Reading, prose composition, and conversation. Themes in simple German based upon texts read. Aims to encourage appreciation of the language and of the civilization.

STAFF

10-11. German Literature.

A course presupposing a good knowledge of German grammar and the ability to understand simple German. Credit: six semester hours. Wednesday, Friday, 12:00.

Introduction to German literature. Outline of the history of German literature. Reading of selected dramas and poems of Lessing, Schiller, and Goethe, with a study of their lives.

Grammar, composition, and conversation continued.

20-21. German Lyric Poetry.

Three hours a week. Prerequisite: German 10-11.

Development of German lyric poetry from the earliest period to contemporary poetry.

German conversation, one hour. Conversation based on subjects connected with modern Germany, its life, customs, and institutions. An opportunity to acquire fluency and accuracy in the use of the language, a good working vocabulary, and much valuable information.

IX. History

SAMUEL GAYLE RILEY, *Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

ALICE BARNWELL KEITH, *Assistant Professor*

The requirements for a major are 10, 11, 26-27, 34, 39 or 42, 43, and six semester hours elected from courses numbered 30 or over.

The requirements for a minor are 10, 11, 26-27, and 34, 39 or 42, 43.

History 10, 11 are prerequisites for all the other courses in history.

10. Modern European History, 1500-1815.

For freshmen and sophomores. Sec. (a), Tuesday, Thursday, Saturday, 8:30; Sec. (b), Monday, Wednesday, Friday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 11:00; Sec. (d), Monday, Wednesday, Friday, 12:00; Sec. (e), Tuesday, Thursday, Saturday, 12:00; Sec. (f) Monday, Wednesday, Friday, 1:45.

Conducted by means of informal discussions, occasional hour examinations, and a final examination at the close of the semester. A loose-leaf notebook and a large amount of collateral reading required of each student.

STAFF

11. Modern European History Since 1815.

For freshmen and sophomores. Hours and methods same as those of course 10.

STAFF

26, 27. American History.

Prerequisite: History 10, 11. A survey course. Sec. (a), Tuesday, Thursday, Saturday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 12:00.

MR. RILEY, MISS KEITH

28, 29. Modern Biography.

Open to sophomores, juniors, and seniors. Tuesday, 1:45.

MR. RILEY

30. European International Relations 1871-1914.
Prerequisite: History 10, 11. A study of European diplomacy in the period before the World War. Tuesday, Thursday, Saturday, 11:00.
MRS. WALLACE
31. Recent European History.
Prerequisite: History 10, 11 or an equivalent. Tuesday, Thursday, Saturday, 11:00.
MRS. WALLACE
34. Political and Social History of the American Colonies.
Prerequisite: History 26-27. Monday, Wednesday, Friday, 11:00.
MISS KEITH
35. The British Empire.
Prerequisite: History 10, 11. Monday, Wednesday, Friday, 1:45.
MISS KEITH
36. Ancient History.
Prerequisite: History 10, 11 or an equivalent. Monday, Wednesday, Friday, 8:30.
Designed to meet the needs of students of the classics, and of those preparing for high school teaching.
MRS. WALLACE
37. Medieval European History.
Prerequisite: History 10, 11 or an equivalent. Monday, Wednesday, Friday, 8:30.
MRS. WALLACE
39. Southern History.
Prerequisite: History 26-27. Monday, Wednesday, Friday, 11:00.
MR. RILEY
42. The United States in the Twentieth Century.
Prerequisite: History 26-27. Monday, Wednesday, Friday, 12:00.
MR. RILEY
43. Studies in the Social History of the United States, 1829-1861.
Prerequisite: History 26-27. Hours same as course 42.
MR. RILEY

46. National Government of the United States.

Prerequisite: History 26-27 or an equivalent. Monday,
Wednesday, Friday, 9:30. MISS KEITH

47. State and Local Government in the United States.

Prerequisite: History 26-27 or an equivalent. Monday,
Wednesday, Friday, 9:30. MISS KEITH

60. Teaching of History.

Open by permission of the instructor or the head of the department to seniors taking a major in history. Tuesday,
Thursday, Saturday, 12:00. MRS. WALLACE

(Also described as Education 60H. Credit in education.)

X. Home Economics

ELLEN DOZIER BREWER, *Professor*

JENNIE M. HANYEN, *Associate Professor*

The requirements for a major are 24 semester hours of work in home economics, 18 semester hours of which shall be courses numbered 30 or over and taken at Meredith College. There must be as much as nine semester hours of work in textiles and clothing or 12 semester hours of work in foods. If both textiles and clothing and foods are taken, only one elementary course may be counted toward the major.

The requirements for a minor are 18 semester hours of work in home economics, 12 semester hours of which shall be courses numbered 30 or over and taken at Meredith College. There must be at least nine semester hours of work in textiles and clothing or nine semester hours of work in foods.

Students majoring in home economics with a view to teaching it should include in their course, in addition to the general requirements for the degree, the following courses: In the freshman year, Textiles and Clothing 10; in the sophomore year, Bacteriology, Chemistry 20, and Foods and Cookery 20-21; and in the junior and senior years, Physics, Physiology 36, Textiles and Clothing 34, Home Nursing, Child Development, Nutrition 30, Advanced Foods 31, Home Management 40, Economics of the Home 42, House Planning and Furnishing, Family Relationships 40, Methods of Teaching Home Economics, and 12 hours of education.

These subjects, in addition to meeting the State requirements for an A certificate to teach home economics, will complete the major and the minor required by the college. The State Department of Education recommends that students be prepared to teach in two fields. By adding to the above subjects a course in geography, it is possible to secure also an A certificate in general science.

10-11. Textiles and Clothing.

Six semester hours credit. Lectures: Tuesday, Thursday, 9:30. Laboratory: Sec. (a), Monday, 11:00-1:00; Wednesday, 2:45-4:45; Sec. (b), Wednesday, Friday, 11:00-1:00.

A course including the psychology of line and color in dress, with emphasis upon clothing suitable for individual types and various occasions. A study of the commercial pattern in the construction of simple outer and inner garments for self. The use and care of sewing machines. Individual clothing budget. An analysis of textiles to find the relation between fiber, weave, adulteration, finish, cost, and quality.

MISS HANYEN

15. Home Appreciation.

Elective for freshmen and sophomores in all courses. Tuesday, Thursday, Saturday, 9:30.

Intended primarily to help students in their adjustment to different kinds of group living. A study of the modern family and its constituent parts, college relationships, responsibility for proper spending of the family income, the individual and family budget, the economics and ethical principles of dress, principles of food selection, and the use of a time schedule under varying conditions.

MISS BREWER

20-21. Foods and Cookery.

Required of sophomores majoring in home economics. Open to other sophomores, juniors, and seniors. Six semester hours credit. Lecture: Monday, 1:45. Laboratory: Monday, 2:45-4:45; Friday, 1:45-4:45.

A course designed to give a knowledge of the fundamental principles and processes involved in the preparation, preservation, and serving of foods, and of elementary nutrition. Attention to menu-making and food costs, and opportunity of serving well-balanced meals at a moderate cost.

MISS BREWER

30. Nutrition.

Prerequisites: Cookery 20-21 and Chemistry 20. Three semester hours credit. Lectures: Wednesday, Friday, 12:00. Laboratory: Monday, 11:00-1:00.

A course designed to give a knowledge of the nutritive requirements of the individual throughout the various stages of life. Typical dietaries prepared for persons of different ages and economic conditions.

MISS BREWER

31. Advanced Foods.

Prerequisite: Cookery 20-21. Three semester hours credit. Lecture: Wednesday, 9:30. Laboratory: Monday, 10:00-1:00; Friday, 11:00-1:00.

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and serving of meals of various types.

MISS BREWER

32. Home Cookery.

Elective for juniors and seniors in all courses. Three semester hours credit. Lecture: Tuesday, 1:45. Laboratory: Tuesday, 2:45-4:45; Thursday, 1:45-4:45.

A brief course in food selection, preparation, and service, planned for students majoring in other fields.

MISS BREWER

34. Textiles and Clothing.

Prerequisite: Textiles and Clothing 10-11. Three semester hours credit. Lectures: Tuesday, Thursday, 1:45. Laboratory: Tuesday, Thursday, 2:45-4:45.

Advanced work in garment construction. Tailoring. Use of a foundation pattern in designing. Remodeling garments. Continuation of the study of textiles including the source, characteristics, identification, and use of the fibers.

MISS HANYEN

35. Home Nursing.

Friday, 1:45.

Prevention of illness in the home. Home care of the sick, including improvised nursing equipment. First-aid work necessary to meet emergencies within the home.

MISS HANYEN

37. Child Development.

Monday, Wednesday, 1:45.

A study of the child from infancy through the pre-school period, dealing with pre-natal influence, home environment, and the physical, mental, and emotional development. Opportunity given for the observation of pre-school children.

MISS HANYEN

40. Home Management.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

The application of scientific principles to the problems of the modern home-maker. The apportionment of time and of the income, the efficient organization of the household, and economic and social relationships of the family.

MISS BREWER

41. House Planning and Furnishing.

Three semester hours credit. Tuesday, Thursday, Saturday, 12:00.

A study of the house plan from the standpoint of convenience and artistic effect. The selection of household furnishings and attractive arrangement of interiors.

MISS BREWER

42. Economics of the Home.

Open to seniors taking a major in home economics. Prerequisite or parallel: Home Management 40. Three semester hours credit.

Lecture: Friday, 8:30. Residence for students in groups of four in the home management apartment for one month. An opportunity for the practical application of the work in other courses in home economics, and some experience in the organization and administration of a household.

MISS BREWER AND MISS HANYEN

*[44. Textiles and Clothing.

Prerequisite: Textiles and Clothing 10-11 and Textiles and Clothing 34. Three semester hours credit. Lecture: Monday, 1:45. Laboratory: Tuesday, 2:45-4:45; Thursday, 1:45-4:45.

A course including the application of the principles of design and color harmony in dress, with problems modeled on a dress form. The completion of the costume by designing and making of accessories.]

MISS HANYEN

* Not given in 1938-1939.

60-61. Methods of Teaching Home Economics.

Six semester hours credit. Tuesday, Thursday, Saturday, 8:30.

A study of the methods of teaching home economics in high schools. Observation, the making of lesson plans, and supervised teaching.

MISS HANYEN

XI. Latin

HELEN PRICE, *Professor*

NORMA ROSE, *Instructor*

The requirements for a major are 24 semester hours chosen from 10 through 47.

The requirements for a minor are 18 semester hours chosen from 10 through 47.

Latin 8-9, if successfully completed in college, may, with the approval of the head of the department, be counted toward a major or minor. Six semester hours of Greek may be counted toward a major.

6-7. Elementary Latin.

Open to students who offer less than two units of Latin for entrance. Credit: two units or six semester hours. Monday, Wednesday, Friday, 1:45.

8-9. Prose Authors and Vergil's *Æneid*.

Prerequisite: Two units of Latin for entrance or Latin 6-7. Tuesday, Thursday, Saturday. 8:30.

10, 11. Selections from Latin Prose and Poetry. Prose Composition.

Prerequisite: Four units of Latin for entrance or Latin 8-9. Tuesday, Thursday, Saturday, 11:00.

Text: Harrington and Scott.

***[20. Cicero's Letters. Pliny's Letters.**

Elective for sophomores and juniors. Wednesday, Friday, 9:30.]

* Not given in 1938-1939.

*[21. Latin Elegiac Poetry.

Elective for sophomores and juniors. Wednesday, Friday, 9:30.]

*[22. Roman Private Life.

Elective for sophomores and juniors. No reading knowledge of Latin required. Monday, 9:30.]

*[23. Roman Religion and Philosophy.

No reading knowledge of Latin required. Monday, 9:30.]

30. Latin Comedy.

Elective for sophomores and juniors. Monday, Wednesday, Friday, 9:30.

31. Roman Satire.

Elective for sophomores and juniors. Wednesday, Friday, 9:30.

33. History of Latin Literature.

Elective for sophomores and juniors. No reading knowledge of Latin required. Monday, 9:30.

37. Roman Life and Thought.

Monday, Wednesday, Friday, 12:00. Elective for juniors and seniors. No reading knowledge of Latin required.

*[41. Vergil, Georgics and Eclogues, *Æneid* VII-XII.

Elective for seniors. Same hours as 60.]

42. Roman Historians.

Elective for juniors and seniors. Wednesday, Friday, 8:30.

43. Lucretius.

Elective for juniors and seniors. Wednesday, Friday, 8:30.

44, 45. Sight-Reading of Latin.

Prerequisite: Latin 10-11. Two hours recitation. One hour credit. Tuesday, Thursday, 1:45.

* Not given in 1938-1939.

47. Advanced Latin Composition.

Prerequisite: Latin 60. One hour. Hour to be arranged.

***[60. Teaching of Latin.**

Elective for seniors. Monday, Wednesday, Friday, 12:00.]

XII. Greek

HELEN PRICE, *Professor*

The requirements for a minor are 20-21, 30-31, 34-35.

20-21. Elementary Course.

Open to all students. Tuesday, Thursday, Saturday, 12:00.

30-31. Plato's Apology. Homer's Iliad.

Prerequisite: Greek 20-21. Monday, Wednesday, Friday, 2:45.

34-35. Greek Tragedy.

Three hours a week. Open to those who have completed Greek 30-31.

36. Greek Life and Thought.

Monday, Wednesday, Friday, 12:00. Elective for juniors and seniors. No reading knowledge of Greek required.

XIII. Mathematics

ERNEST F. CANADAY, *Professor*

DORIS KATHERINE TILLERY, *Instructor*

The requirements for a major are 24 semester hours, which must include 10-11, 20-21, 30-31.

The requirements for a minor are 18 semester hours.

10. College Algebra.

Sec. (a), Monday, Wednesday, Friday, 9:30. Sec. (b), Tuesday, Thursday, Saturday, 9:30; Sec. (c), Tuesday, Thursday, Saturday, 11:00; Sec. (d), Monday, Wednesday, Friday, 1:45.

TEXT: Hart.

STAFF

* Not given in 1938-1939.

11. Trigonometry.

Sec. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 9:30; Sec. (c), Monday, Wednesday, Friday, 1:45.

TEXT: Brink.

STAFF

13. Solid Geometry.

Monday, Wednesday, Friday, 2:45.

TEXT: Hawkes, Luby, Touton.

MISS TILLERY

14-15. Mathematical Principles of Accounting.

Monday, Wednesday, Friday, 9:30.

MISS TILLERY

20-21. Plane and Solid Analytic Geometry.

Prerequisite: Course 11. Monday, Wednesday, Friday, 8:30.

TEXT: Siceloff-Wentworth-Smith.

STAFF

30-31. Differential and Integral Calculus.

Prerequisite: Course 20-21. Monday, Wednesday, Friday, 11:00.

TEXT: Ford.

MR. CANADAY

40. Theory of Equations.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

TEXT: Dickson.

MR. CANADAY

41. College Geometry.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

TEXT: Altshiller Court.

MR. CANADAY

*60. Methods of Teaching Mathematics.

Prerequisite: Course 20-21. Counts as three hours Education. Tuesday, Thursday, Saturday, 9:30.

Review of subject-matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and current magazines. MISS TILLERY

* Given in alternate years. Not given in 1939-1940.

XIV. Music, Theoretical

The members of the teaching staff are given on page 11.

The requirements for a major in music for the B.S. degree are outlined on pages 90, 91.

A minor in theoretical music for the A.B. degree requires 18 semester hours and must include Music 10.0-11.0; 16.0-17.0; 20.1-21.1 or 23.2.

Free electives for the A.B. degree may include practical music, not exceeding twelve semester hours. In order to receive credit for practical music for the A.B. degree the student must have an equal amount of theoretical music with grades of C or higher.

The music courses listed below, and certain other music courses approved by the head of the department, are open to A.B. students.

10.0-11.0, Harmony, page 93.

16.0-17.0, Solfeggio, page 93.

11.6, Public School Music for Grade Teachers, page 93.

20.0-21.0, Advanced Harmony, page 93.

26.0-27.0, Solfeggio, page 94.

20.1-21.1, Music History, page 94.

23.2, Appreciation of Music, page 94.

XV. Physics, Geology, Geography

J. GREGORY BOOMHOUR, *Professor*

ETHEL EVANGELINE ENGLISH, *Assistant Professor*

PHYSICS

30-31. General Physics.

For juniors and seniors. Six semester hours credit. Three hours lecture and recitation and two hours laboratory. Lectures: Tuesday, Thursday, Saturday, 11:00. Laboratory: Monday, 2:45-4:45.

A study of the elementary fundamental principles of physics. Lectures, class demonstrations, occasional quizzes, and laboratory work based on mechanics, sound, light, heat, magnetism, and electricity. Special attention given to the explanation of the phenomena of everyday life. The use of trigonometry and logarithms is required.

MR. BOOMHOUR

GEOLOGY

39. General Geology.

For juniors and seniors. Prerequisite: chemistry and biology. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 1:45.

A study of the natural phenomena which affect the earth's structure and topography, and the varied changes that have taken place in plant and animal life. Two hours a month given to field study of quarries and topography.

TEXT: Chamberlin and Salisbury, *Introductory Geology*.

MR. BOOMHOUT

GEOGRAPHY

30. Principles of Human Geography.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man.

MISS ENGLISH

31. Geography of North America.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

Each of the natural divisions of the continent is studied with regard to its physical features, resources, and economic activities.

MISS ENGLISH

XVI. Philosophy and Psychology

EDGAR HERBERT HENDERSON, *Professor*

SALLIE B. MARKS, *Assistant Professor*

Psychology 20 is prerequisite to all other courses in psychology and philosophy. Philosophy 20 (Introduction to Philosophy) is strongly recommended to those beginning the study of philosophy, but it is not a prerequisite to the other courses in philosophy.

The requirements for a major in philosophy are Psy. 20; Phil. 20, 30, 31, 41; and nine semester hours selected from the following: Phil. 40, 43; Psy. 21, 30, 32, 35, 40, 41; Educ. 31, 45.

The requirements for a minor in philosophy are Phil. 20, 30, 31, 41; and six semester hours selected from the courses listed above as electives for a major in philosophy.

The requirements for a major in psychology are Psy. 20, 21, 32, 35; Phil. 20; and nine semester hours selected from the following: Psy. 30, 33, 40, 41; Phil. 30, 31, 40, 41, 43; Educ. 31.

The requirements for a minor in psychology are Psy. 20, 21, 32, 35; and six semester hours selected from the courses listed above as electives for a major in psychology.

The Department of Education of the State of North Carolina credits as electives for the professional requirements the following courses in psychology: 21, 30, 33, 35.

A. Psychology

20. General Psychology.

Open to sophomores. Lectures, Tuesday, Thursday, 11:00; section meetings as follows: Sec. (a) Monday, 9:30; Sec. (b) Tuesday, 2:45; Sec. (c) Thursday, 2:45; Sec. (d) Saturday, 11:00.

STAFF

21. General Psychology.

Lectures: Tuesday, Thursday, 11:00. Laboratory: Wednesday, 2:45-4:45.

A continuation of Psychology 20, with emphasis on laboratory work.

STAFF

30. Mental Hygiene and Abnormal Psychology.

Tuesday, Thursday, Saturday, 8:30. Open only to juniors and seniors.

A survey of the problems of maladjustment in their relation to normal mental life.

MISS MARKS

32. Psychology of Feelings and Emotions.

Monday, Wednesday, Friday, 8:30. Open only to juniors and seniors.

An examination of the present knowledge of feelings and emotions, together with applications to problems of education, social and political life, war and peace, etc.

MR. HENDERSON

33. Child and Adolescent Psychology.

Sec. (a) Tuesday, Thursday, Saturday, 8:30; Sec. (b) Monday, Wednesday, Friday, 11:00.

A survey of the present knowledge of the psychological development of the individual through childhood and adolescence.

MISS MARKS

35. Social Psychology.

Monday, Wednesday, Friday, 8:30. Open only to juniors and seniors. A study of the psychology of social and political phenomena.

MR. HENDERSON

40-41. Psychological Problems.

Hours by appointment and credit not to exceed three hours a semester, in proportion to amount of work done. Open only to seniors having permission of the head of the department.

Reading and laboratory investigation under direction.

MR. HENDERSON

B. Philosophy**20, 20S. Introduction to Philosophy.**

Open to sophomores. Tuesday, Thursday, Saturday, 9:30.

An introduction to the methods and basic problems of reflective thought. Philosophy 20S is a repetition of the work of Philosophy 20.

MR. HENDERSON

30. History of Ancient and Medieval Philosophy.

Monday, Wednesday, Friday, 9:30. Open only to juniors and seniors.

Special emphasis upon the classical Greek philosophy, as exhibited in Socrates, Plato, Aristotle.

MR. HENDERSON

31. History of Modern Philosophy.

Monday, Wednesday, Friday, 9:30. Open only to juniors and seniors. May be taken, with permission, by those who have not taken Phil. 30.

Special emphasis upon Bacon, Hobbes, Descartes, Spinoza, Locke, Berkeley, Hume, Kant, Hegel, Schopenhauer.

MR. HENDERSON

40. Philosophy of Plato.

Tuesday, Thursday, Saturday, 8:30. Open only to seniors.

An attempt to discover the basic ideas of Plato's teaching.

MR. HENDERSON

41. Ethics.

Hours to be arranged. Open only to juniors and seniors.

An attempt to formulate a system of ethics in the light of the development of ethical ideas and the theory of value.

MR. HENDERSON

*[43. Contemporary Philosophy.

Tuesday, Thursday, Saturday, 9:30. Open only to seniors.

A survey and appraisal of the major trends of Western philosophic thought since 1900.]

MR. HENDERSON

XVIII. Religion

LEMUEL ELMER McMILLAN FREEMAN, *Professor*

ISAAC MORTON MERCER, *Associate Professor*

Each student is required to take during her freshman or sophomore year six semester hours of religion from the following: Religion 16, 17, 20, 21.

The requirements for a major are six semester hours from 16, 17, 20, 21 and 18 semester hours from other courses.

The requirements for a minor are six semester hours from 16, 17, 20, 21 and 12 semester hours from other courses. A major or minor is to include six semester hours from 32, 33, 38, 39.

16, 17. Bible History.

Open to freshmen in home economics. (a), Monday, Wednesday, Friday, 9:30; Sec. (b), Tuesday, Thursday, Saturday, 11:00.

Texts: *American Standard Version of the Bible*; Smyth, *How We Got Our Bible*; Weatherspoon, *The Book We Teach*.

MR. FREEMAN

* Not given in 1938-1939.

20. Old Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (a), Monday, Wednesday, Friday, 8:30; Sec. (b), Tuesday, Thursday, Saturday, 8:30.

This course gives a brief survey of Old Testament History. It aims to give a knowledge of the history of the Hebrews, the religious and moral ideals of their great leaders, to discover Israel's contribution to human progress, and to prepare the student to appreciate the various forms of Old Testament literature.

TEXTS: *American Standard Version of the Bible*; Smyth, *How We Got Our Bible*.
MR. MERCER

21. New Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. Sec. (a), Monday, Wednesday, Friday, 8:30; Sec. (b), Tuesday, Thursday, Saturday, 8:30.

The Life of Christ and the history of the Apostolic Age are studied.

TEXTS: Stevens and Burton, *A Harmony of the Gospels*; Burton, *Records and Letters of the Apostolic Age*.
MR. MERCER

*[24. Religious Education.

Tuesday, Thursday, Saturday, 11:00.

This course is a general introduction to religious education, particular attention being given to its principles and institutions.

TEXT: Price, *An Introduction to Religious Education*.]

MR. FREEMAN

27. Missions.

Open to sophomores and juniors. Prerequisites: 16 and 17 or 20 and 21. Tuesday, Thursday, Saturday, 11:00.

In this course the Biblical grounds for missions, the history of missions, and the various forms of Southern Baptist mission work carried on at home and abroad are studied.
MR. MERCER

* Not given in 1938-1939.

*[30. Old Testament Interpretation.

Prerequisite: Religion 16 or 20. Monday, Wednesday, Friday, 1:45.

Selections from the prophetical and poetical writings are used in this course.] MR. FREEMAN

36. New Testament Interpretation.

Prerequisite: Religion 17 or 20. Monday, Wednesday, Friday, 1:45. MR. FREEMAN

32, 32S. The Modern Sunday School.

Monday, Wednesday, Friday, 11:00.

Sunday School organization, management, and teaching methods are studied. Some time is given to lesson construction. Opportunity is given for visiting some of the Raleigh Sunday Schools. Several books included in the study course of the Southern Baptist Sunday School Board are used. MR. FREEMAN and MISS KICHLINE

34. Christian Doctrines.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

This is a brief course in what is commonly called theology. In it are studied the fundamental teachings of God's Word concerning God himself, His existence, nature and activities, man and sin, salvation and the kingdom of God, the Church, and the future life.

MR. MERCER

35. Biblical Literature.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 1:45.

Representative selections from both the Old and the New Testament are studied as literature. Attention is given to the circumstances under which the various kinds of literature were produced. Emphasis is placed on reading the Bible for understanding and appreciation.

MR. FREEMAN

* Not given in 1938-1939.

38, 38S. The Principles of Church Efficiency.

Not open to freshmen. Monday, Wednesday, Friday, 11:00.

After a brief survey of American Baptist history, attention is directed to methods of promoting the efficiency of local churches.

The various forms of activity in the local church are studied. Attention is given to the organization and work of the W. M. U., the B. T. U. and the Daily Vacation Bible School. Religious surveys, methods of enlistment, evangelism, and the social side of church life are investigated.

MR. MERCER

40. The History of Religion.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 12:00.

The most important religions of the past and present are studied with a view to understanding their principal teachings and influence.

MR. FREEMAN

41. Outlines of Christian History.

Tuesday, Thursday, Saturday, 12:00.

***[42. Theism.**

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The various arguments for the existence of God are considered, and an effort is made to understand philosophically the relation between God and the world. Lectures, parallel reading, and class discussion.]

MR. FREEMAN

***[44. Christian Ethics.**

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The moral principles of Christianity are studied with reference to present-day social problems.]

MR. FREEMAN

***[45. Present-day Religious Problems.**

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

Several of the most important tendencies of religion are studied. Opportunity is given for considerable reading.]

MR. FREEMAN

* Not given in 1938-1939.

XVIII. General Science

The members of the staff are given with the departments.

The requirements for a major are Biology 12-13, Chemistry 10-11, Physics 30-31, an advanced laboratory course in biology or chemistry 20-21 and elective courses in science to make a total of 30 semester hours. Mathematics 10-11 is required of students majoring in general science.

The requirements for a minor are Biology 12-13, Chemistry 10-11 and Physics 30-31. A student majoring in home economics may have a minimum of two semester hours of physics, provided she takes additional work in other laboratory sciences to make a total of 18 semester hours.

XIX. Speech Arts

*GUSSIE ROSE RIDDLE LIST, *Instructor*

**FRANCES M. BAILEY, *Instructor*

10-11. Fundamentals of Speech.

Open to freshmen and sophomores. Sec. (a) Monday, Wednesday, Friday 8:30; Sec. (b) Monday, Wednesday, Friday, 9:30. Three hours credit each semester.

A general preparation in speech. Platform deportment, gesture, emphasis, inflection, voice, and other fundamentals. Students taught to think and feel before an audience.

31. Interpretive Reading.

Open to sophomores, juniors, and seniors. Tuesday, Thursday, 11. Two semester hours credit.

The development of ability to respond more emotionally and intellectually to life. A study of the harmony of thought and mood as expressed through the medium of the speaking voice.

32. Public Speaking.

Open to sophomores, juniors, and seniors. Tuesday, Thursday, 9:30. Two semester hours credit.

A study of the forces in speech that influence human conduct. The development of proficiency in the construction and delivery of various types of speeches. Emphasis upon impromptu and extempore public speaking. Prerequisite: Speech 10-11.

* For fall semester 1937-1938.

** For spring semester 1937-1938.

33. Group Discussion and Parliamentary Procedure.

Open to sophomores, juniors, and seniors. Tuesday, Thursday, 9:30. Two semester hours credit.

Direction of group discussion in an intelligent manner on subjects of current interest in political, social, economic, and educational realms. Special emphasis placed on parliamentary procedure.

34. Debate.

Open to sophomores, juniors, and seniors. Tuesday, Thursday, 11. Two semester hours credit.

Principles of debate and argumentation. The development of clear logical reasoning ability and facility in expression.

40-41. Play Production.

Open to juniors and seniors. Monday, Wednesday, Friday, 12. Three hours credit each semester.

Designed for those who are to direct high school groups. A consideration of the technical procedure in the mounting of a play. Practice work in directing afforded through the presentation of short plays for class room study.

XX. Physical Education

BETTY BARNARD ADKERSON, *Director*

GERTRUDE ROYSTER SORRELL, *Assistant Director*

All students when entering college are given a physical examination by the resident physician and physical director. If this should show reason why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the college grounds are courts for tennis, basketball, volleyball, hockey, and archery. Horses, with the services of a riding master, are available at a moderate price. At the close of the interclass basketball and hockey games, letters are awarded to the best players. A handsome silver loving cup is also offered yearly to the team winning in an interclass basketball contest. To the champion of the interclass tennis tournament letters are awarded. The athletics committee of the faculty, with the physical director and the assistant director, has control of all field sports.

A new uniform, at moderate price, has been adopted, and students are advised to wait until they arrive at college before they provide themselves with an outfit. The suit selected by the department is economical and is the standard uniform.

Resident students are required to take two hours a week of physical education. Seniors who have credit for six semester hours are allowed optional attendance. The credit for physical education is not counted as a part of the one hundred twenty semester hours required for the degree. Students who desire credit for physical education will be allowed two semester hours of credit for each of the three courses, 10-11, 20-21, 30-31 completed at Meredith, and the number of semester hours required for a degree will be increased according to the number of semester hours of physical education counted.

As far as possible, students are organized in classes according to the number of years that they have had the work. Students are graded in physical education on the basis of faithfulness, punctuality, and efficiency.

In each course offered the chief aims are to improve the general health, to train and cultivate habits of good posture, to develop flexibility and coördination, to stress the recreational side of all sports and games, and to develop better technique of all sports.

10-11. Physical Education.

Two hours a week for the year. Required of freshmen.

Corrective gymnastics, posture training, fundamental rhythms, folk dancing, clogging, field hockey, tennis, basketball, soccer, baseball, archery, and other recreational sports.

MISS ADKERSON, MRS. SORRELL

14-15. Modified Course in Gymnastics.

Two hours a week either semester.

A course including walking, light work in the gymnasium, games, and minor sports. For students needing special attention in posture training, and for those whose strength and endurance render the regular work in gymnastics questionable.

MISS ADKERSON, MRS. SORRELL

20-21. Physical Education.

Two hours a week for the year. Required of sophomores.

Prerequisite: 10-11. Corrective gymnastics, posture training, rhythms, folk dancing, clogging, field hockey, tennis, basketball, soccer, baseball, archery, and other recreational sports. A course in natural rhythms may be elected by a limited number taking the course.

MISS ADKERSON, MRS. SORRELL

30-31. Physical Education.

Two hours a week for the year. Required of juniors.

Prerequisites: 10-11, 20-21. Corrective gymnastics, posture training, rhythms, folk dancing, clogging, field hockey, tennis, basketball, soccer, baseball, archery, and other recreational sports. A course in natural rhythms may be elected by a limited number taking the course.

MISS ADKERSON, MRS. SORRELL

40-41. Technique of Teaching Sports. Methods of Coaching and Officiating.

This course may be substituted for 30-31 by students interested in high school athletics.

Fall—Hockey, basketball, tennis. Spring—Soccer, baseball, archery. Also recreational sports, archery, croquet, horseshoes, and badminton.

MISS ADKERSON

60-61. Methods and Materials for Teaching Physical Education.

Elective for juniors and seniors. Two semester hours credit allowed by the State Department for those who apply for a primary certificate or a grammar grade certificate.

This course includes story plays, singing games, rhythmic plays, schoolroom and playground games, educational and corrective gymnastics, and folk dances. A notebook is required. This course may be substituted for the required work in physical education. This course is arranged to meet the increasing demands for teachers of general subjects who are qualified to assist in physical education in the public schools.

MRS. SORRELL

Department of Music

HARRY E. COOPER, *Professor*

MAY CRAWFORD, *Associate Professor*

ETHEL M. ROWLAND, *Associate Professor*

AILEEN McMILLAN, *Assistant Professor*

RAGNA OTTERSEN, *Assistant Professor*

*PAULINE WAGAR, *Assistant Professor*

EDGAR H. ALDEN, *Assistant Professor*

KATHERINE M. EIDE, *Acting Assistant Professor*

MARY PETTIGREW LEE, *Instructor*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher), courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance. The importance of supplementing a musical education by a liberal cultural education is now more than ever before realized. For this reason the literary requirements for entrance and graduation with the major in music are considered essential and made an important part of the total requirements for a degree.

Requirements for Admission

Candidates for admission to the freshman class who wish to work for the B.S. degree must meet the following requirements:

Literary Requirements:

Fifteen units of credit from a recognized high school, pages 26-32.

*On leave of absence 1937-1938.

Musical Requirements:

The candidate must demonstrate to the satisfaction of the director of music and the head of the department in which she wishes to major that she is qualified to carry on the work in a satisfactory manner.

Special Students

Students who cannot meet both the literary and musical requirements for entrance may take work in practical music with the consent of the director, but may not receive college credit for such work.

Requirements for Graduation With the B.S. Degree*Major Requirements:*

Every student must choose a major in piano, organ, violin, violoncello, voice, public school music, or composition. A major in piano, organ, violin, violoncello, or voice consists of thirty-six hours in that subject and must include the most advanced senior course.

A major in public school music or a major in composition is in fact a major composed of theory *and* public school music or theory *and* composition. Either of these majors consists of forty-four hours, including the courses in public school music or composition.

Literary Requirements:

The literary requirements are as follows:

English 10-11	6 hours
English 20-21	6 hours
History 10-11	6 hours
Language 10-11	6 hours
Religion 16-17 or 20-21	6 hours
Electives	18 hours

Theory Requirements:

Every student must present at least thirty-six hours of work in theory and ensemble including:

Harmony	8 hours
Solfeggio	6 hours
Music History	4 hours
Form and Analysis	4 hours
Counterpoint	4 hours

Other Requirements:

Majors in public school music must include Psychology 20, 31 and Education 32 in their literary electives and Music 26.5-27.5, 34.6-35.6 (or 36.6-37.6), 36.5-37.5, 40.6, 41.6, directed teaching three semester hours, and voice six semester hours.

Majors in piano, violin, or violoncello must include Music 34.6-35.6 or 36.6-37.6.

Majors in subjects other than piano must study piano until their playing is satisfactory to the director and the instructor in their major subject.

Majors in composition or organ must include Music 41.1.

A graduating recital is required of all seniors majoring in practical music.

A total of 120 semester hours and 120 quality points must be presented for the degree.

Equipment

Six grand pianos, forty upright pianos, a two-manual and pedal harmonium, a large three-manual organ, a two-manual organ, a pedal piano, and numerous orchestral instruments furnish thorough equipment for efficient teaching.

Students' Recitals

Students' recitals are held bi-weekly, at which all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, violin, or violoncello will appear in recital at least once each semester, except that freshmen may be excused the first semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors. Students may give individual recitals at the discretion of their major professors, after receiving the sanction of the head of the department.

Concerts

One of the most important parts of a musical education, as well as one of the best sources of inspiration for hard work, is the hearing of concerts by eminent artists. The college appropriates a substantial fund to bring musicians as well as lecturers to the campus, and many opportunities are thereby afforded for hearing the best music well performed. In addition, the Raleigh Civic Music Association and other organizations frequently bring artists to Raleigh for recitals, which music students can usually arrange to attend. Also, there are in Raleigh many excellent musical organizations that in their programs give opportunity to hear the finest choral and instrumental works. Members of the faculty of the Department of Music, too, are very active as recitalists, and the faculty concerts given throughout the college year include works from all schools of composition, and for organ, piano, violin, violoncello, voice, and combinations of these instruments, and are a very important part of the life of the college.

Supplies

The college maintains a supply store at which students may purchase the music and supplies needed in their studies, thus avoiding any delay in getting them. The store does not grant students credit, but those who wish the convenience of a charge account may deposit any desired sum of money with the store with the understanding that the amount not used in the purchase of supplies will be returned at the end of the year.

Courses in Music

A. Theoretical Courses

10.0-11.0. Harmony.

Required of freshmen majoring in music. Credit: two hours each semester. (a), Wednesday, Friday, 8:30. (b), Wednesday, Friday, 12:00.

A course beginning with scales, intervals, and chord formation. Harmonizing melodies and figured basses on paper and at the keyboard through the dominant seventh chord and inversions.

Text: Heacox-Lehmann, *Lessons in Harmony*. MISS EIDE

16.0-17.0. Solfeggio.

Required of freshmen majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 8:30.

A study of all phases of music through sight-singing and dictation, beginning with very easy exercises and proceeding gradually to those involving complex rhythms. A laboratory course meeting three times a week for one hour and requiring no preparation.

Book fee: \$1.00. MISS OTTERSEN

11.6. Public School Music for Grade School Teachers.

Prerequisite: 10.6. Credit: two hours. Monday, Friday, 2:45.

A study of the methods of presenting music to children in the grades. Designed to meet the needs of the regular grade school teacher.

Book fee: \$1.00. MISS OTTERSEN

20.0-21.0 Advanced Harmony.

Prerequisite: Harmony 10.0-11.0. Required of sophomores majoring in music. Credit: two hours each semester. Tuesday, Thursday, 11:00.

A continuation of Harmony 10.0-11.0. Secondary seventh chords, altered chords, modulation, dominant ninth chords, non-harmonic tones. Original work and keyboard harmony as in 10.0-11.0.

MISS EIDE

26.0-27.0 Solfeggio.

Prerequisite: Solfeggio 16.0-17.0. Required of sophomores majoring in music. Credit: one hour each semester. Monday, Wednesday, Friday, 11:00.

A continuation of Solfeggio 16.0-17.0, using the same methods and text. More advanced work, including a study of the 1st, 3d, and 4th lined C clefs as well as the G and F clefs studied in Solfeggio 16.0-17.0.

Book fee: \$1.00.

MISS EIDE

20.1-21.1. The History of Music.

Prerequisites: English 10-11 and History 10, 11. Required of students majoring in music. Credit: two hours each semester. Tuesday, Thursday, Saturday, 8:30.

First Semester: A detailed study of the history of music from primitive times to the end of the seventeenth century.

Second Semester: Continued study from the beginning of the eighteenth century to the present, with a critical analysis of instrumental and vocal masterpieces of all periods.

TEXT: Finney, *History of Music*.

MR. ALDEN

23.2. Appreciation of Music.

Credit: Two hours. Monday, Wednesday, Friday, 8:30.

A course adapted to the needs of the general college student who wishes to obtain a better understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to music majors. Open to sophomores, juniors, and seniors.

MR. ALDEN

32.0-33.0 Form and Analysis.

Prerequisite: Harmony 20.0-21.0. Required of juniors majoring in music. Credit, two hours each semester. Hours to be arranged.

An explanation of design and structure in all types of homophonic music. The phrase, period, song-forms, carried through to the sonata.

TEXTS: Goetschius, *Homophonic Forms*; Goetschius, *Music Form*; Hadow, *Sonata Form*.

MR. COOPER

30.0-31.0. Counterpoint.

Prerequisite: Harmony 20.0-21.0. Required of juniors majoring in music. Credit: two hours each semester. Monday, Wednesday, 9:30.

Strict counterpoint in all five species in two, three, and four parts.

TEXT: Gladstone, *Strict Counterpoint*.

MR. COOPER

36.0-37.0 Solfeggio.

Prerequisite: Solfeggio 26.0-27.0. Required of juniors majoring in music. Credit: one hour each semester. Tuesday, Thursday, Saturday, 9:30.

A continuation of the work of Solfeggio 26.0-27.0, involving a study of all the clefs and difficult exercises in one, two, and three parts. Special attention given to harmonic dictation in four parts.

Book fee: \$1.00.

MISS EIDE

34.6-35.6. The Teaching of Piano.

Required of majors in piano. Credit: two hours each semester. Tuesday, Thursday, 8:30.

Methods of teaching children notation, piano technique, elements of theory, rhythm, and ear training, with a systematic study of material suitable for beginners of all ages, as well as more advanced students. Observation and directed teaching under the supervision of the instructors.

MISS CRAWFORD and MISS LEE

36.6-37.6. The Teaching of Stringed Instruments.

Required of majors in violin and violoncello. Credit: two hours each semester. Wednesday, Friday, 8:30.

A short résumé of the history of stringed instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement. Observation and directed teaching under the supervision of the instructor.

MR. ALDEN

38.6. Materials and Methods of Teaching Music in the Kindergarten and Lower Grades.

Prerequisite: Solfeggio 16.0-17.0. Required of juniors in public school music. Credit: two hours. Tuesday, Thursday, 1:45.

A study of the various texts in use in the kindergarten and first three grades, the use of songs and dances, rhythmic studies for children. Planning the work in the classroom and for the year, methods of interesting children in music. Selection and presentation of rote songs; the child voice in singing; the unmusical child; introduction of staff notation and the beginning of music reading; directed listening.

MISS OTTERSEN

Book fee, \$1.00.

39.6. Materials and Methods of Teaching Music in the Higher Grades.

Required of juniors in public school music. Credit: two hours. Tuesday, Thursday, 1:45.

A detailed study of the texts in use in the fourth, fifth, and sixth grades; further development of music reading, introducing the tonal and rhythmic problems common to these grades.

Book fee, \$1.00.

MISS OTTERSEN

40.0-41.0. Composition

Prerequisite: Counterpoint 30.0-31.0 and Form and Analysis 32.0-33.0. Credit: two hours each semester. Hours to be arranged.

Composition in various forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student. Two recitations and one conference a week.

MR. COOPER

40.1. Interpretation.

Credit: two hours. Monday, Wednesday, 8:30.

A course designed to enable students to understand and interpret the work of all periods and styles through a knowledge of the esthetic principles involved in their development. Special attention to the study of musical ornamentation. An analysis of compositions studied by different members of the class.

MR. COOPER

44.1. The Development of the Symphony.

Credit: two hours. Wednesday, Friday, 1:45.

The history of the symphony with a detailed study of several works and sufficient hearing of about a dozen outstanding works so that the student becomes very familiar with them. The styles of different composers and the development of orchestration emphasized.

MR. ALDEN

40.3-41.3. Chamber Music.

Credit: one hour each semester. Hours to be arranged.

A practical study of the classical and modern works of chamber music from the easy sonatas of Haydn and Mozart through trios, quartets, and quintets by Beethoven, Mendelssohn, Schubert, Schumann, Brahms, Franck, and others. A laboratory course meeting for three hours a week.

MISS EIDE

40.6. Conducting.

Required of students majoring in public school music. Credit: two hours. Tuesday, Thursday, 1:45.

Essentials in conducting, baton technique. A study of hymns, standard anthems, and church music in general. Practical experience in conducting in the college choir.

MR. ALDEN

41.6. Orchestration.

Required of students majoring in public school music. Credit: two hours. Tuesday, Thursday, 1:45.

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra.

MR. ALDEN

41.1 Canon and Fugue.

Prerequisite: Counterpoint 30.0-31.0. Required of seniors majoring in organ or composition. Credit, two hours. Hours to be arranged.

A course touching upon all the complex devices of involved polyphonic music. Double, triple, and quadruple counterpoint.

TEXTS: Bridge, *Double Counterpoint* and Higgs, *The Fugue*.

MR. COOPER

42.6. The Teaching of Music in the Junior and Senior High School.

Required of seniors majoring in public school music. Credit: two hours. Wednesday, Friday, 12:00.

A study of the texts in use in the seventh, eighth, and ninth grades. The adolescent voice and its care; testing and classification of voices.

The organization and conduct of a high school department of music. Songs and texts suitable for high school use.

Book fee, \$1.00.

MISS OTTERSEN

46.6, 47.6. Observation and Directed Teaching in Applied Music.

This work is to be done in connection with course 34.6-35.6 or 36.6-37.6, under the direction of the professor giving such course. In some cases a limited amount of this credit may count towards the requirement in practice teaching for the certificate.

48.6, 49.6. Observation and Directed Teaching.

Observation and directed teaching arranged in the public schools of Raleigh. A practical application of all that has been learned in the methods courses previously taken.

MISS OTTERSEN AND STAFF

B. Ensemble

10.6. Voice Class.

Credit: one hour. Monday, Wednesday, Friday, 2:45.

A course in the fundamentals of voice production, designed to give students intending to teach in the public schools a foundation for the study of sight-singing and public school music.

Book fee: \$1.00.

MISS OTTERSEN

26.5-27.5. Wind Instrument Class.

Required of sophomores in public school music. Credit: one hour each semester. Hours to be arranged.

A practical study of the technique of at least two wind instruments. One class lesson and three hours practice per week.

Fee: \$4.50 per semester for rent of instrument.

MR. ALDEN

36.5-37.5. Violin Class.

Required of seniors in public school music. Credit: one hour each semester. Hours to be arranged.

A practical study of the violin for public school music majors. One class lesson and three hours practice per week.

Fee: \$4.50 per semester for rent of instrument.

MR. ALDEN

30.3-31.3. Piano Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard symphonies and overtures through four- and eight-hand arrangements for piano, with special attention to sight-reading, rhythm, quick adjustment to the artistic needs of the moment, and poise on the part of the players. A laboratory course meeting for three hours a week and requiring no preparation.

MISS CRAWFORD

34.3-35.3. Stringed Instrument Ensemble.

Credit: one hour each semester. Hours to be arranged.

A study of the standard overtures and symphonies in arrangements for strings, and strings and piano. Special attention given to sight-reading and rhythm as in Ensemble 30.3-31.3. A laboratory course meeting for three hours a week and requiring no preparation.

Fee: \$4.50 per semester for rent of instrument.

MR. ALDEN

Choir.

Credit: two hours for three years work.

A requirement for all students majoring in music. An opportunity for studying the best music and of frequent appearance in public. Attendance of members of the choir required at all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day, and a concert in the spring. At the discretion of the director, membership in the choir is open to students not majoring in music who possess good voices.

Fee: \$1.00.

Orchestra.

Credit: One hour a year.

An opportunity given the students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting.

Criticism Class.

A class meeting once a week in which students criticize one another's work. Attendance required of any student of practical music at the discretion of the teacher.

Any teacher may require his or her students in practical music to attend a criticism class once a week, where the students perform for one another and criticise one another's work.

C. Practical Courses

All courses in practical music require three hours practice per week for each semester hour credit, and for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted to take more than eight semester hours of practical music in any one semester. The work in practical music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

Piano

MISS CRAWFORD, MISS McMILLAN, MISS LEE

10.5-11.5. Freshman Piano.

Studies of the difficulty of Czerny Op. 299, Loeschhorn Op. 66; Bach *Two-Part Inventions*; sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg, and other pieces of similar difficulty.

20.5-21.5. Sophomore Piano.

Etudes of the difficulty of Cramer *Selected Studies*, Heller Op. 45, Döring *Octave Studies*; Bach *Three-Part Inventions*; sonatas of the difficulty of Beethoven Op. 14, Nos. 1 and 2; pieces by MacDowell, Chopin Preludes, Nocturnes, Waltzes, Chaminade, and other composers.

30.5-31.5. Junior Piano.

Etudes of the difficulty of Clementi *Gradus ad Parnassum*, Heller Op. 16, Kullak Op. 48, No. 2; Bach *French Suites*, *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26, Op. 27, No. 1; concertos by Godard, Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

40.5-41.5. Senior Piano.

Etudes of the difficulty of Chopin Op. 10 and Op. 25, and Rubinstein *Etudes*; Bach *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 28, Op. 53, Op. 57; concertos by Beethoven, Rubinstein, Weber, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubinstein, and others, including modern composers.

Organ

MR. COOPER

12.5-13.5. Freshman Organ.

Manual and pedal technique; Bach *Eight Short Preludes and Fugues*; short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano.

22.5-23.5. Sophomore Organ.

Bach *Preludes and Fugues* of the first master period, *Choral Preludes*; sonatas by Guilmant, Mendelssohn; simpler works of the modern schools; hymn playing and accompanying.

32.5-33.5. Junior Organ.

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas* and *Concertos*; sonatas by Guilmant, Mendelssohn, Borowski, Lemmens, Rheinberger, and others; pieces by classic and modern composers; service playing.

42.5-43.5. Senior Organ.

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American schools.

Violin

MR. ALDEN

14.5-15.5. Freshman Violin.

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Bériot and Accolay; sonatinas by Schubert.

24.5-25.5. Sophomore Violin.

Scales and arpeggios in three octaves; Mazas *Etudes Specialis*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

34.5-35.5. Junior Violin.

Technical work continued; Etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

44.5-45.5. Senior Violin.

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Violoncello

*MISS WAGAR

MISS EIDE

16.5-17.5, 26.5-27.5, 36.5-37.5, 46.5-47.5.

In accordance with the modern development of the 'cello as a solo instrument, the student is required to complete a course of technical preparation equal to that required by the highest standards of violin technic. For graduation, the study of etudes by Grützmacher, Duport, and Franchomme will be required and music of the difficulty of the Goltermann, Saint-Saëns, and earlier Beethoven sonatas.

Voice

MISS ROWLAND, MISS OTTERSEN

18.5-19.5. Freshman Voice.

Position and poise of the body, breath control; studies by Selber and Vaccai supplemented by technical exercises for freedom and the development of tone production; the simpler songs from classical and modern composers.

28.5-29.5. Sophomore Voice.

Technical work of the freshman year continued; staccato and legato exercises; English and Italian pronunciation; studies by Vaccai and Concone; moderately difficult songs by Schubert, Franz, Massenet, and representative American composers; easier solos from the oratorios.

38.5-39.5. Junior Voice.

More advanced technique; vocalizations by Concone; Lütgen, and others; French and German pronunciation; songs by composers of classical and representative American composers; easier solos from the oratorios.

48.5-49.5. Senior Voice.

Technical work continued; classic and modern oratorio and opera; Italian, French, German, and English songs.

* On leave of absence 1937-1938.

Commencement, 1937

LUTHER LITTLE, D.D.

Baccalaureate Sermon

O. T. BINKLEY, Ph.D.

Missionary Sermon

THEODORE F. ADAMS, D.D.

Literary Address

Degrees and Diplomas Awarded to the Class of 1937

Abernethy, Ruth Ray, A.B.....	Raleigh
Allgood, Marion Lisette, B.S.....	Roxboro
Andrews, Margaret Land, A.B.....	Raleigh
Aydlette, Eleanor, A.B.....	Elizabeth City
Barrett, Ruby McKay, A.B.....	Laurinburg
Batson, Mary Alice, A.B.....	Burgaw
Baucom, Anna Elizabeth, A.B.....	Apex
Bethea, Flora Kate, A.B.....	Latta, S. C.
Blanchard, Margaret Elizabeth, A.B.....	Rose Hill
Bodiford, Margaret Clyde, A.B.....	Maxton
Bowers, Mary Carolyne, A.B.....	Littleton
Brewer, Sue Houston, A.B.....	Wake Forest
Browne, Dorothy Deane, A.B.....	Ahoskie
Bullard, Margaret Lloyd, A.B.....	Raleigh
Calhoun, Effie Raye, A.B.....	Dover
Canady, Susan Catherine, A.B.....	Kinston
Carroll, Mary Fort, A.B.	Wilson
Cashwell, Grace Neal, A.B.....	Laurinburg
Cates, Esther Lucile, A.B.....	Mebane
Cates, Mary Edlee, A.B.....	Burlington
Choate, Nell, A.B.....	Salisbury
Covington, Kate Conn, A.B.....	Cheraw, S. C.
Coward, Isla Mae, A.B.....	Oxford
Crabtree, Elizabeth Gilbert, A.B.....	Raleigh
Crowder, Mildred Hawthorne, A.B.....	High Point
Daugherty, Ruth Eleanor, A.B.....	Danville, Ky.
Davis, Annie Pauline, A.B.....	Winston-Salem
Dawkins, Edna Frances, A.B.....	Morganton
Early, Eleanor Eugenia, A.B.....	Windsor
Edwards, Eleanor Larue, A.B.....	Cary
Glazener, Martha Mae, A.B.....	Chillicothe, Ohio
Goodman, Alice Marion, A.B.....	Raleigh
Griffin, Sarah Howerton, A.B.....	Pittsboro

Harris, Minnie Frances, A.B.	Elizabeth City
Heatherley, Tempie Helen, A.B.	Raleigh
Hilliard, Helen Montague, A.B.	Scotland Neck
Hilliard, Laura Mae, A.B.	Cary
Hodges, Amelia, A.B.	Cades, S. C.
Holland, Edna Louise, A.B.	Salemburg
Hollowell, Annabelle, A.B.	Elizabeth City
Huffman, Pearl Trogon, A.B.	Morganton
James, Ruby Faire, A.B.	Oakboro
Johnson, Elizabeth Stevenson, A.B.	Raleigh
Johnson, Natalie Clare, A.B.	Morehead City
Jordan, Marjorie Beasley, A.B.	Cary
Josey, Martha Anderson, A.B.	Tarboro
Joyner, Martha Hales, A.B.	Rocky Mount
Kester, Gwendolyn Elizabeth, A.B.	Wilmington
Kichline, Betty Louise, A.B.	Raleigh
Knott, Ethel Lillie, A.B.	Oxford
Kramer, Margaret Davis, A.B.	Elizabeth City
Lee, Rose, A.B.	Kinston
Leonard, Rachel Ailyn, A.B.	Harbin, Manchuria
Lewis, Margaret Lane, A.B.	Raleigh
McKaughan, Margery Davis, A.B.	Wake Forest
McKnight, Annie Elizabeth, A.B.	Raleigh
McMillan, Mary Fay, A.B.	Soochow, China
MacMillan, Mary Johnson, A.B.	Thomasville
Malloy, Katherine Yancey, A.B.	Yanceyville
Manly, Corine, A.B.	Goldsboro
Martin, Mary Katharine, A.B.	Raleigh
Meigs, Dorothy Mae, B.S.	Pageland, S. C.
Messenger, Martha Elizabeth, A.B.	Port Washington, L. I., N. Y.
Mitchell, Sallie D., A.B.	Kittrell
Nowell, Ruth Anne, B.S.	Cary
Nye, Mataline Frances, A.B.	Lumberton
Odum, Frances Christine, A.B.	Coats
Pearson, Ruby Sears, A.B.	Apex
Perry, Ella Ruth, A.B.	Colerain
Phelps, Virginia Dillon, A.B.	Raleigh
Pierce, Mrs. Dorothy Shipman, A.B.	Raleigh
Pittman, Amelia Florence, A.B.	Scotland Neck
Pittman, Frances Virginia, A.B.	Kinston
Pittman, Martha Kyle, A.B.	Fairmont
Porter, Grace Victoria, A.B.	Rockingham
Prevost, Dorothy Milton, A.B.	Raleigh

Privott, Ruth Euzelia, A.B.	Edenton
Ransone, Mrs. Celia Ellis, A.B.	Star
Reynolds, Lucy Virginia, A.B.	Raleigh
Rivers, Ada Lee, A.B.	Chesterfield, S. C.
Rudisill, Susan Pittard, A.B.	Greenwood, S. C.
Sale, Margaret Bell, A.B.	Elkin
Saunders, Ruth, A.B.	Reidsville
Sawyer, Mary Florence, A.B.	Belcross
Sawyer, Zita, A.B.	Belcross
Sears, Ruth Elizabeth, A.B.	Apex
Shearon, Lucille Elizabeth, A.B.	Bunn
Shuford, Katherine Webb, A.B.	Lexington
Smith, Ruth Barnes, A.B.	Goldsboro
Swain, Clarice, A.B.	Winnabow
Thompson, Vida Ellen, A.B.	Fairmont
Wallace, Marian Frances, A.B.	Raleigh
Walters, Mary Cathren, A.B.	Oxford
Washburn, Dorothy Dean, A.B.	Shelby
Williams, Veritas Christobel, A.B.	Raleigh
Wilson, Addie Belle, A.B.	Dover

Register of Students

Seniors

Adams, Betsye Howard, A.B.	Lilesville
Aldridge, Kathryn Lucile, A.B.	LaGrange
Avant, Lois S., A.B.	Tryon
Aydlett, Carolyn Virginia, A.B.	Elizabeth City
Bass, Hazel Laurette, A.B.	Farmville
Bass, Nancy Waldine, A.B.	Lucama
Baucom, Edith Tyner, A.B.	Waynesville
Bell, Mary Elizabeth, A.B.	Washington
Bethune, Emily Marie, B.S.	Bunnlevel
Betts, Grace Evelyn, A.B.	Raleigh
Bradsher, Annie Long, A.B.	Roxboro
Bradsher, Emily, A.B.	Roxboro
Britt, Evelyn Lee, B.S.	St. Pauls
Brown, Nannie Margaret, A.B.	Warrenton
Bruton, Alice Dorothy, A.B.	Mt. Gilead
Buffaloe, Vivian, A.B.	Garner
Bullard, Martha Elizabeth, A.B.	Raleigh
Burkett, Maebelle, A.B.	Kelford
Clarke, Margaret Love, A.B.	Monroe, Ga.
Combs, Virginia Ruth, A.B.	Raleigh
Copeland, Sarah Louise, A.B.	Woodland
Covington, Katharine Evermond, B.S.	Thomasville
Critcher, Alta Anna, A.B.	Williamston
Daniel, Mamie Louise, B.S.	Pleasant Hill
Davis, Mildred Lenore, A.B.	Pendleton
Dawson, Norma Lee, A.B.	Wilmington
Dixon, Elrie Irene, A.B.	Kings Mountain
Edwards, Helen Wilson, A.B.	Fuquay Springs
Elliott, Elizabeth Bonner, A.B.	Edenton
Emory, Haliburton, A.B.	Raleigh
Foster, Dorothy Margaret, A.B.	Louisburg
Fowler, Flora, A.B.	Tabor City
Garrett, Mirvine Byars, A.B.	Greensboro
Garriss, Frances Mae, A.B.	Pikeville
Gravitte, Ella Sue, A.B.	Roxboro
Grayson, Margaret Ellen, A.B.	High Point
Greene, Mary Winston, A.B.	Raleigh
Grubbs, Mary Elizabeth, A.B.	Hot Springs
Gupton, Lillian Edith, A.B.	Raleigh
Hackney, Nina Bland, A.B.	Raleigh

Hall, Helen Howell, A.B.	Moultrie, Ga.
Hall, Madeline Elaine, A.B.	Woodsdale
Hamrick, Kathleen, A.B.	Shelby
Harris, Adelaide, A.B.	Norwood
Haywood, Dorothy McDonald, A.B.	Candor
Heatherley, Rose, A.B.	Raleigh
Henley, Elizabeth Chandler, A.B.	Raleigh
Herring, Irma Irene, A.B.	Mt. Olive
Herring, Nonie, A.B.	Kinston
Horne, Dorothy, A.B.	Raleigh
House, Margaret Jocelyn, B.S.	Zebulon
Howard, Dorothy, A.B.	Weldon
Johnson, Kathleen, B.S.	Fairmont
Jones, Ethel Sorrell, A.B.	Cary
Lanier, Margaret Lucile, A.B.	Wallace
Lee, Willa Mae, A.B.	Cary
Lewis, Margaret Dean, A.B.	Wendell
Lightfoot, Florence Jean, A.B.	Raleigh
Lowdermilk, Dorothy, B.S.	Valdese
McLean, Ruth, A.B.	Bartow, Fla.
Marshburn, Mrs. Esther P., B.S.	Raleigh
Massey, Sadie Elizabeth, A.B.	Smithfield
Mettrey, Nellie Elizabeth, A.B.	Raleigh
Miller, Elsie, A.B.	Winston-Salem
Mills, Cora Lee, A.B.	Apex
Mills, Margaret Evelyn, A.B.	Charlotte
Mills, Mary Frances, A.B.	Durham
Mills, Wilba J., A.B.	Apex
Modlin, Ruby Lee, A.B.	Warrenton
Money, Elizabeth, A.B.	Madison
Morgan, Carmen Hall, A.B.	Hertford
Morton, Jean, A.B.	Roxboro
Nanney, Elizabeth, A.B.	Mt. Gilead
Neighbors, Ernestine, A.B.	Dunn
Newby, Jennie Reid, A.B.	Thomasville
O'Brian, Margaret Frost, A.B.	Asheboro
Olive, Frances, A.B.	Apex
Parker, Carolyn Rebecca, A.B.	Florence, S. C.
Parker, Elizabeth Ann, B.S.	Marion
Parnell, Mary Leigh, B.S.	Parkton
Peele, Evelyn Kilton, A.B.	Goldsboro
Penny, Virginia Carolyn, A.B.	Cary
Poe, Lillian Douglas, A.B.	Oxford
Pope, Louise Elizabeth, A.B.	Albemarle

Poteat, Anne Carruthers, A.B.	Chester, Pa.
Powell, Nancy Walker, A.B.	Winston-Salem
Ricks, Bernice, A.B.	Waverly, Va.
Rodwell, Eleanor, A.B.	Norlina
Rose, Ruth Evelyn, A.B.	Smithfield
Rose, Harriet Clifton, A.B.	Wadesboro
Russ, Eleanor, A.B.	Southport
Salley, Lester Ruby, A.B.	Fort Bragg
Sewell, June Fay, A.B.	Seffner, Fla.
Seymour, Margaret Louise, A.B.	Apex
Shepherd, Margaret Rives, A.B.	Weldon
Shields, Eunice, A.B.	Murphy
Spence, Ann Elizabeth, A.B.	Elizabeth City
Stephens, Lakie, A.B.	Boardman
Stewart, Mary Montgomery, A.B.	Fayetteville
Strickland, Margaret, A.B.	Louisburg
Suiter, Kate Mills, A.B.	Scotland Neck
Tatum, Ella Frances, A.B.	Fayetteville
Thomas, Margaret Anne, B.S.	Quincy, Fla.
Thompson, Emily Mae, A.B.	Raleigh
Todd, Frances Wingate, A.B.	Roxboro
Turner, Margaret Priscilla, A.B.	Henderson
Vannoy, Annie, A.B.	North Wilkesboro
Walker, Annie Hurdle, A.B.	Burlington
Weatherspoon, Margaret, A.B.	Raleigh
Wester, Charlotte Meadows, A.B.	Henderson
Whitehurst, Helen Douglas, A.B.	Mt. Olive
Williamson, Sarah Lou, A.B.	Elizabethtown
Wyche, Mary Clayton, A.B.	Hallsboro
Yates, Ruth Inez, A.B.	Apex
Yelverton, Jane Hall, A.B.	Raleigh
York, Mary Elizabeth, A.B.	Cary

Juniors

Abernethy, Lena Gertrude, A.B.	Belmont
Aikman, Louise Janet, A.B.	Maplewood, N. J.
Andrews, Frances Scott, A.B.	Burlington
Aycock, Lucile Best, A.B.	Raleigh
Ball, Nellie Augusta, A.B.	Raleigh
Barbee, Nancy Hudson, A.B.	Seaboard
Barnes, Anne Myrtle, A.B.	Wendell
Bashford, Louise Littleton, A.B.	Raleigh
Batchelor, Frances Erma, A.B.	Sharpsburg

Behrman, Sadie Barbara, A.B.	Greensboro
Biggs, Mollie Louise, A.B.	Lumberton
Brannan, Bertie Lucile, A.B.	Smithfield
Brickhouse, Lillian, A.B.	Creswell
Byrum, Dorothy McGee, A.B.	Raleigh
Clarke, Sada Louise, A.B.	Severn
Collier, Mary Kate, A.B.	Whiteville
Corbett, Dorothy Cleo, A.B.	Wilmington
Coward, Annie Elizabeth, A.B.	Goldsboro
Crawford, Dorothy Lydia, A.B.	Goldsboro
Critcher, Mildred Ann, A.B.	Lexington
Croom, Ava Grace, A.B.	Kinston
Currin, Jessie Marshall, A.B.	Henderson
Darby, Fannie Marion, A.B.	Asheville
DeVault, Doris, A.B.	Butler, Tenn.
DeVault, Dorothy, A.B.	Butler, Tenn.
Dix, Mabel Merece, A.B.	Asheboro
Doub, Miriam, A.B.	Raleigh
Eighme, Helen Lee, A.B.	Raleigh
Elliott, Betty, A.B.	Detroit, Mich.
Ernest, Mary Lee, A.B.	Greenville, Ala.
Forney, Minnie Anna, A.B.	Lawndale
Freeman, Edith Holmes, A.B.	Gates
Garvey, Helen Brown, A.B.	Winston-Salem
Gavin, Mary Caudle, A.B.	Sanford
Gilbert, Nina Elizabeth, A.B.	Benson
Glasgow, Alice Mae, A.B.	Roanoke Rapids
Glaze, Dorothy Louise, A.B.	Canonsburg, Pa.
Green, Janie Beryl, A.B.	Raleigh
Guy, Mary Eloise, A.B.	Statesville
Hagler, Dorothy Lee, A.B.	Gastonia
Hamrick, Olive, A.B.	Raleigh
Hare, Albertina S., A.B.	Apex
Herring, Mary Morton, A.B.	Kinston
Herring, Thomasine, A.B.	Kinston
Holland, Margaret Louise, A.B.	Nassawadox, Va.
Howell, Sarah Elizabeth, B.S.	Suffolk, Va.
Hunt, Julia, A.B.	Lattimore
Ingle, Zubie, A.B.	Statesville
Jackson, Ava Elizabeth, A.B.	Raleigh
Johnson, Anna Lee, A.B.	Apex
Johnson, Blanche Cecelia, A.B.	Canton
Johnson, Catherine Tillery, A.B.	Winston-Salem

Jones, Helen Judson, A.B.	Selma
Jones, Lucile Cranch, A.B.	Concord
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Kitchin, Lydia Bruce, A.B.	Scotland Neck
Lanier, Ernestine Eleanor, A.B.	Raleigh
Levine, Evelyn, A.B.	Estill, S. C.
Liles, Margaret Lee, A.B.	Shelby
Lindley, Mary Jane, A.B.	Winston-Salem
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Martin, Edna Earl, A.B.	Mt. Olive
Martin, Mary Lily, A.B.	Lexington
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Matthis, Emma Dorris, A.B.	Turkey
Middleton, Maxine Laurita, A.B.	Wake Forest
Midgett, Kathleen Evelyn, A.B.	Elizabeth City
Moore, Edna Lou, A.B.	St. Pauls
Murata, Kazue, A.B.	Omi-Hachiman, Japan
Murray, Anne Pershing, A.B.	Raleigh
Parker, Doris, A.B.	Colerain
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Peebles, Charlotte Wayne, A.B.	Apex
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Richardson, Elizabeth Thompson, A.B.	Raleigh
Rogers, Lucy, A.B.	Wilmington
Sears, Dorothy A., A.B.	Apex
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Sommerville, Anna Bird, A.B.	Raleigh
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Stroud, Paulyne Lovelace, B.S.	Kinston
Summerlin, Frances Albritton, A.B.	Mars Hill
Tarleton, Annie Lee, A.B.	Wadesboro
Thomasson, Betty Marchant, A.B.	Danville, Va.
Tuttle, Geraldine Carter, A.B.	Winston-Salem
Upchurch, Frances Marian, A.B.	Raleigh
Vaughan, Virginia, A.B.	Washington
Waldo, Ruth, A.B.	Cary
Wall, Theresa Merle, A.B.	Winston-Salem

Watkins, Mary Helen, A.B.	Raleigh
White, Catherine Georgia, A.B.	High Point
Williams, Daisy Evalan, A.B.	Raleigh
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Sophomores

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Andrews, Mildred Laxton, A.B.	Enfield
Badgett, Wilma Gray, A.B.	Oxford
Barrett, Mary Sara, A.B.	Durham
Bartlett, Minnetta, A.B.	Kinston
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Bennett, Olive Hendry, A.B.	Cary
Bennette, Sarah Louise, A.B.	Enfield
Binder, Nora Leach, A.B.	Mt. Airy
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Brewer, Nancy Phillips, A.B.	Wake Forest
Brock, Evelyn Lois, A.B.	Rocky Mount
Browning, Mary Lou, A.B.	Logan, W. Va.
Bryant, Sarah Moore, B.S.	Powellsville
Bulluck, Mary Bell, A.B.	Wilmington
Burns, Cora Bradford, A.B.	Goldsboro
Butler, Dorothy Marie, A.B.	Cherryville
Canaday, Helen Frances, A.B.	Raleigh
Carter, Mrs. Lucie Olive, A.B.	Jacksonville, Fla.
Childs, Margaret Jane, A.B.	Lincolnton
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Coggins, Edna Earle, A.B.	Inman, S. C.
Cole, Sarah Margaret, B.S.	Canton
Conner, Alice Louise, A.B.	Chapel Hill
Cosby, Mary Lou, A.B.	Mayfield, Ky.
Cotner, Eva Clo, A.B.	Raleigh
Council, Mary Virginia, B.S.	Raleigh
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Culbertson, Frieda, A.B.	Asheville
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Earp, Mary Hilda, A.B.	Selma
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Eddins, Ella V., A.B.	Jackson Heights, Long Island, N. Y.
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Ferguson, Mary Elizabeth, A.B.	Durham
Fishel, Margaret Emma, A.B.	Vaughan

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Freeman, Marjorie Mae, A.B.	Sanford
Futrell, Mary Frances, A.B.	Nashville
Gahring, Eleanora Bonifell, A.B.	Union City, Pa.
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Glazener, Madge Eugenia, A.B.	Chillicothe, Ohio
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Green, Dorothy, A.B.	Danville, Va.
Griggs, Margie Lee, A.B.	Raleigh
Hamrick, Phoebe Louise, A.B.	Lattimore
Harrill, Saralee, A.B.	Kings Mountain
Helsabeck, Rebecca, A.B.	King
Henderson, Virginia Carolyn, A.B.	Durham
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Holder, Jessamine, B.S.	Garner
Holloway, Cleo Madison, A.B.	Durham
Holyfield, Evelyn, A.B.	Rockford
Howard, Berlene, A.B.	Salemberg
Hudson, Sarah Frances, A.B.	Knoxville, Tenn.
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Johnson, Louise Oaks, A.B.	Mt. Airy
Lane, Evelyn, A.B.	Laurinburg
Lanier, Frances Clement, A.B.	Wallace
Leavitt, Miriam McGee, A.B.	Wadesboro
Liles, Gladys Mae, A.B.	Goldsboro
Lyon, Mattie Elizabeth, A.B.	Elkin
McFadyen, Marjorie Mae, A.B.	Fayetteville
McKaughan, Cornelia, A.B.	Wake Forest
Marley, Morris Johnson, A.B.	Cary
Marshburn, Evelyn, A.B.	Richlands
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Mull, Mary Margaret, A.B.	Shelby
Myers, Amy Kathryn, A.B.	Elkin
Myers, Dolly, A.B.	Hamilton
Neill, Elizabeth M., A.B.	Kings Mountain
Newell, Lucy Evelyn, A.B.	Franklinton
Ogburn, Edna, A.B.	Angier
Olive, Sarah Owen, A.B.	Fayetteville
Outlaw, Eunice Bryan, A.B.	Zebulon
Porter, Anna Mae, A.B.	Sanford
Powell, Anna Elizabeth, A.B.	Wallace
Powell, Ione, A.B.	Smithfield
Quinn, Eunice Brooks, A.B.	Burgaw

Reece, Hannah McCollis, A.B.	Elkin
Reinhardt, Cynthia, A.B.	Raleigh
Riddle, Linda Long, A.B.	Raleigh
Robbins, Geraldine, A.B.	Winnabow
Satterwhite, Beatrice, A.B.	Granite Falls
Scholtz, Lessie Mae, A.B.	Charlotte
Segraves, Mary Lanier, A.B.	Fuquay Springs
Sluder, Virginia, A.B.	Reidsville
Snow, Aileen Frances, A.B.	Maplewood, N. J.
Sommerville, Naomi, A.B.	Raleigh
Sommerville, Verda Isabella, A.B.	Raleigh
Spain, Eleanor, A.B.	Raleigh
Speer, Virginia Lee, A.B.	Atlanta, Ga.
Spilman, Frances Webb, A.B.	Greenville
Trogon, Ellen Briggs, A.B.	Henderson
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Turner, Mary Matthis, B.S.	Clinton
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Warlick, Mary Carl, A.B.	Durham
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Watson, Virginia Lee, A.B.	Charleston, W. Va.
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Williams, Mary Esther, A.B.	Durham
Williams, Nell, A.B.	Goldsboro

Freshmen

Allen, Effie Lambeth, A.B.	Wadesboro
Allen, Lucy Bunting, A.B.	St. Pauls
Allen, Sadie Elizabeth, A.B.	Cherryville
Andrews, Esther Watkins, A.B.	Marion, Md.
Bailey, Myrtle Edna, A.B.	Chadbourn
Baldwin, Betty Lee, B.S.	Greensboro
Barker, Elfreda Mae, B.S.	Blackridge, Va.
Barker, Emma Olive, A.B.	Varina
Barnes, Rosanna, A.B.	Goldsboro
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Baucom, Celna, A.B.	Apex
Baucom, Melba Joyce, A.B.	Apex
Beddingfield, Mary Eugene, A.B.	Cary

Belch, Mary Esther, A.B.	Tyner
Bennett, Mary Louise, A.B.	Apex
Bingham, Louise Fletcher, A.B.	Lexington
Bird, Mary Louise, A.B.	Raleigh
Bissette, Camilla Ruth, A.B.	Wilson
Bissette, Mary Elaine, A.B.	Bailey
Blackburn, Ruby, A.B.	Baltimore, Md.
Blanchard, Marian, A.B.	Hobbsville
Bolick, Fannie Hales, A.B.	Chapel Hill
Bolton, Bessie Mozelle, A.B.	Fayetteville
Bradsher, Nancy Elizabeth, A.B.	Roxboro
Brice, Bessie Allene, A.B.	Wallace
Brinkley, Bernice White, A.B.	Colerain
Britt, Mary Elizabeth, A.B.	Enfield
Brown, Alva Ruth, A.B.	Belcross
Brown, Mary Frances, A.B.	Elizabeth City
Brown, Miriam Evelyn, A.B.	Cary
Bulloch, Marjorie Elizabeth, A.B.	Cerro Gordo
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Hardison, Eloise, A.B.	Enfield
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Harrell, Theo Lunell, A.B.	Colerain
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Howard, Shirley Carroll, A.B.	Fuquay Springs
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Lucas, Mary Elizabeth, B.S.	Belhaven
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MacMillan, Betty Brown, A.B.	Thomasville
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McIntyre, Ellen McIver, A.B.	Battleboro
Maness, Rachel Lee, A.B.	Troy
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Martin, Helen Juliette, A.B.	Raleigh
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Matthews, Evelyn, A.B.	Kipling
Mayton, Rubye Harrison, A.B.	Cary
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Mills, Margaret Lowe, A.B.	Raleigh
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Newby, Bessie Whitford, A.B.	Thomasville
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Page, Nauwita Barbara, B.S.	Morrisville
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Pope, Sarah Frances, A.B.	Enfield
Powers, Helen Crawford, A.B.	Goldsboro
Prevost, Jacqueline, A.B.	Raleigh
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Price, Ann, A.B.	Chalybeate Springs
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Rose, Sylvia, A.B.	Norlina
Rustin, Nina Lou, A.B.	Penrose
Sanders, Mabel Irene, A.B.	Forest City
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Sappenfield, Catherine Lorenzo, A.B.	Gastonia
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Schrock, Virginia Ella, B.S.	Greensboro
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Smith, Ellie Breeden, A.B.	Bennettsville, S. C.
Smith, Margaret, A.B.	Selma
Smoak, Claudia Leete, A.B.	Aberdeen
Snow, Frances Jane, A.B.	Siloam
Stainback, Juanita Mae, A.B.	Henderson
Stevens, Ethelene, A.B.	Raleigh
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Tatum, Portia Dorcas, A.B.	Fayetteville
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Teachey, Agnes, A.B.	Florence, S. C.
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Terrell, Molly Ann, A.B.	Norlina
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Tudor, Gertrude, A.B.	Raleigh
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Williams, Dorothy Lockhart, A.B.	Monroe
Williams, Mae Jack, A.B.	Norlina
Williamson, Alice, A.B.	Cerro Gordo
Williamson, Christine Odell, A.B.	Nelson, Va.
Wooten, Mary LeGwin, A.B.	Kinston
Wrenn, Maurice Catherine, A.B.	Siler City
Wrenn, Virginia Mae, A.B.	Southmont
Yates, Elsie Berry, B.S.	Suffolk, Va.
York, Dorothy Elizabeth, A.B.	Cary
Young, Nina Eloise, A.B.	Shelby

Specials

Alden, Mrs. Dorothy, Theoretical Music	Raleigh
Bagley, Margaret, Voice	Raleigh
Barnes, Lilburn, Piano	Clayton
Blackman, Mildred Frances, Piano	Raleigh
Bogasse, Glenn, Voice	Raleigh
Boone, Mrs. Waldo, Violin	Durham
Branch, Virginia, Piano	Enfield
Braxton, Kathleen, Piano	Raleigh
Bunn, Dorothy, Piano, Voice	Raleigh
Caffery, Charles, Piano, Violin	Raleigh
Canaday, Mary Ann, Voice	Raleigh

Cox, Patricia Val, Piano	Raleigh
Crowson, Mrs. M. C., Voice	Raleigh
Cruickshank, Alice, Piano	Raleigh
Day, Ethel, Piano	Southern Pines
Dickerson, Iris, Violin	Henderson
Doyle, Mary Estelle, A.B.	Cary
Dunn, Dorothy, Piano	Raleigh
Eide, Katherine, Voice	Minneapolis, Minn.
Freeman, Charles, 'Cello	Raleigh
French, Dixie, Piano	Raleigh
Garner, Ruby, Piano	Knightdale
Gray, Leila, A.B.	Raleigh
Griffin, Reca, Voice	Raleigh
Grimmer, Mae, A.B.	Cape Charles, Va.
Hamrick, Martha, 'Cello, Piano	Raleigh
Hanna, Nelle, Piano	Raleigh
Hartley, Neil C., Piano	Zebulon
Hatch, Hurst, Voice	Raleigh
Ives, Virginia, A.B.	Leaksville
Jones, Bernice, Organ, Voice	Wake Forest
Jones, Peggy Royster, Piano	Raleigh
Kichline, Betty, Organ	Raleigh
Kohl, Robert T., Violin	Raleigh
Kovac, Mrs. Joseph J., Violin	Raleigh
Lee, Mary Pettigrew, Piano	Florence, S. C.
List, Mrs. Harold, Voice	Raleigh
McKay, Mrs. Bernice S., Piano	Wendell
McMillan, Aileen, Piano	Latta, S. C.
Martin, Hazel, Voice	Raleigh
Moore, Mildred E., Piano	Buie's Creek
Nash, Mrs. Minnie, Organ	Elizabeth City
Nowell, Ruth, Organ	Cary
Ogburn, Grace, 'Cello	Raleigh
Ottersen, Ragna, Piano	West Salem, Wis.
Pfohl, Ada Margaret, Piano	Winston-Salem
Pippin, Donald, Piano	Zebulon
Poole, Kenneth, Piano	Chapel Hill
Sawyer, Janie Bryan, Piano	Sanford
Scott, Mrs. Elizabeth B., Piano	Raleigh
Stronach, Mrs. W. B., A.B.	Raleigh
Williams, Lena Mae, Violin	Chapel Hill

Summary of Students

Seniors	116
Juniors	99
Sophomores	107
Freshmen	216
<hr/>	
Total classmen	538
Specials.....	52
<hr/>	
Total.....	590

Summary by States

Alabama	2
Connecticut	1
Florida	5
Georgia	3
Japan.....	1
Kentucky	4
Maryland	2
Michigan.....	1
Minnesota.....	1
New Jersey	6
New York.....	3
North Carolina.....	525
Ohio	2
Pennsylvania.....	3
South Carolina.....	10
Tennessee.....	5
Texas.....	1
Virginia.....	12
West Virginia.....	2
Wisconsin.....	1
<hr/>	
Total.....	590

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Meredith College

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Raleigh, N. C., under the act of July 16, 1894

Annual Concert

The students in the Music Department gave an enjoyable concert Friday evening, May 29, 1938. Those taking part were members of the Glee Club and students in piano, organ and voice—all reflecting honor on the standards of the Department.

The complete program was as follows:

TWO PIANOS—Rhapsodie Espagnol *Chabrier*

LOUISE DANIEL and EVELYN BRITT

ORGAN—Spring Song *Hollins*

MARY LEIGH PARNELL

PIANO—Impromptu, F sharp Major *Chopin*

KATHLEEN JOHNSON

TWO PIANOS—Valse from Suite, Op. 15, No. 2 *Arensky*

DOROTHY LOWDERMILK and JOCELYN HOUSE

ORGAN—Sonata, C minor *Guilmant*

Allegro Maestoso e con fuoco

LOUISE DANIEL

VOICE—My Mother Bids Me Bind My Hair *Haydn*

Sunlight *Harriet Ware*

MARGARET O'BRIAN

PIANO—Une Barque sur l'Océan *Ravel*

KATHERINE COVINGTON

TWO PIANOS—Chromatic Etude *Saint-Saëns*

EVELYN BRITT and LOUISE DANIEL

GLEE CLUB—Nocturne *Noble Cain*

A Spirit Flower *Campbell-Tipton*

Open Thy Blue Eyes *Massenet*

Alumnae Day

Saturday, May 28, 1938

The Meredith College Alumnae Association assembled in the Philaretian Hall at 10:30 A.M., for the thirty-fifth annual meeting. The singing of the *Alma Mater* was followed by a call by the president, Mrs. Mabel Claire Hoggard Maddrey, for the following committee reports, which were heard and adopted: Ida Poteat Loan Fund, Bulletin, Class Dolls, College Plate, Swimming Pool, Cradle Roll and Obituary.

The Ida Poteat Loan Fund showed a total of \$671.18 compared with \$520.18 in June, 1937. Miss Ellen Brewer reported that all the class dolls except 1904 and 1906 had joined the assemblage in the Rotunda. The Cradle Roll of baby girls showed a total of twenty-three compared with fourteen the previous year. Miss Mary Tillery reported that order blanks carrying the design of the college commemorative plate were now available, and that it is necessary to secure a total of orders for two hundred dozen plates before deliveries are made. She announced that the student body had given the first order as a gift to the president of the Student Government Association. Mrs. Marguerite Mason Wilkins showed a total of \$3,582.40 on hand for the swimming pool.

The Obituary Committee expressed the deep loss of the Association in the death of the following members: Mrs. Lucile Rhodes Hamilton, ex-'10, of New Haven, Connecticut; Mrs. Pearl Robertson James, '35, of Troy, N. C.; Mrs. Ruby Faire James, '37, of Oakboro, N. C.; Mrs. Elsie Riddick Bleckley, '19, of Pittsburgh, Pennsylvania; and Mrs. Joy Beaman McGee, '24, of Thomasville, N. C.

After reports from the regional vice presidents, the president, Mrs. Maddrey, briefly reviewed the accomplishments of the past three years. In the first year, the five regional vice-presidents were made an integral part of the Association, especially to aid in the organization of new chapters and to add to the mailing list. In the same year was inaugurated the custom of recognizing the most active division and the class with the highest percentage of active members. Also the raising of funds for a swimming pool was adopted as a major project, and Stunt Day was made a home-coming day for alumnae. On Founders' Day, 1936, the bronze memorial medallion of Dr. Dixon-Carroll was presented by the alumnae to the college. In 1936-1937 the Cradle Roll Department was organized and the "class doll" project was launched. During the current year, 1937-1938, one of the four college bulletins was edited by alumnae and sent to all alumnae; the first alumnae seminar was held in April; and the portrait of

Miss Ida Poteat was completed by Miss Mary Tillery and was ready for presentation by the alumnae at the graduating exercises.

The following eight recommendations of the Executive Committee were read by Miss Mae Grimmer, the executive secretary, and were adopted by the Association:

That the annual session of the General Association be held alternately in the Astrotekton and Philaretian Society Halls, and that the '39 session be held in the Astro Hall. That the Association sponsor an alumnae seminar during the year. That the Association request permission of the college to edit one of the Quarterly Bulletins. That the Association sponsor a museum as one of its major projects. That the Association continue to concentrate upon the raising of funds for the swimming pool. That the Association enter wholeheartedly into the purchase of commemorative plates. That the Association sponsor, through classes, the planting of trees and shrubs, and the improving of the grounds—having a landscape gardener to look over the grounds, and to suggest locations for various plantings. That the Association begin work on a directory which will include the name and address of every student who has ever attended Meredith—this work to be done in conjunction with the registrar's office.

After the roll call by chapters, Miss Pat Abernethy, on behalf of the Association, presented a book to the Class of 1911 for having the highest percentage of active members; then she recognized the Greensboro Division as having been the most active during the past year. The Ida Poteat Portrait Committee reported that the portrait was ready for presentation and that there would be no deficit in funds. Mrs. Rose Goodwin Poole presented gifts from the Alumnae Association to the members of the faculty who had lectured during the seminar: Miss Ida Poteat, Dr. Julia Harris, Dr. Mary Lynch Johnson and Miss Mary Spruill.

Mrs. Mary Martin Johnson Browne, for the Nominating Committee, presented the following slate of officers who were elected by the Association: To serve from 1938 till 1940: President, Mrs. Undine Futrell Johnson; vice-president, Elizabeth City Division, Miss Virginia Branch; recording secretary, Mrs. Ruth Couch Allen; member-at-large, Mrs. Margaret Craig Martin; speaker, 1939 annual meeting, Mrs. Rose Goodwin Poole; alternate speaker, Mrs. Maude Davis Bunn. The following officers were elected in 1937 to serve through 1939: Vice-president, Pat Abernethy; vice-president, Charlotte Division, Mrs. Iva Pearson Olive; vice-president, Asheville Division, Mrs. Lonie Hocutt Goodman; vice-president, Greensboro Division, Mrs. Mildred Allen Adams; vice-president, Wilmington Division, Mrs. Florence Butler Barker. Members-at-large: Miss Lois Johnson and Miss Mary Lois Parker. As Mrs. Adams found it impossible to fill the remainder of her term in office, Mrs. Ann Bradsher Martin was

elected for a term of one year to fill out Mrs. Adams' unexpired term as vice-president of the Greensboro Division.

Following the presentation to the Association of the Deans, Miss Anna May Baker and Mrs. Vera Tart Marsh, and following brief greetings from Dr. Brewer and Dr. J. Rufus Hunter, chairman of the Board of Trustees, Mrs. Maddrey presented the alumnae speaker, Dr. Mary Lynch Johnson, of the Meredith faculty. Dr. Johnson used as her subject, "Leisure to Grow Wise," applying this quotation from Matthew Arnold to the gleanings of wisdom from reading. She presented her subject in an interesting and scholarly way, using various quotations to define leisure. "In our minds," she said, "leisure is always a possession of a past age. We long for the good old days of our grandmother, who had to do her own spinning, weaving, meat-curing, candlemaking, and a multitude of other tasks, and who no doubt would gladly have exchanged places with the modern woman, and yet who would today find time heavy on her hands. Mere vacant time is not leisure, but efforts to fill that vacant time make leisure time often strenuous." The Greek words for "leisure" and "school" were derived from the same stem, because only those with leisure could attend school. Dr. Johnson pointed out that reading gives us an understanding of people and does anything but make us bookish. "Reading in itself can be one of the most futile ways of wasting time, and it is what you read that is important. I would suggest reading the old classics, but be prepared not to be intimidated by your friends because you do not keep up with the best sellers, or the latest continued story. Read a variety of books, and do not stick to fiction. Read discriminatingly, lingering over passages, re-reading, and memorizing excerpts you like. Keep a bowing acquaintance with the foreign language you studied in college, and read books in that language for the beauty rather than for the vocabulary tests."

Following Dr. Johnson's address, the meeting was adjourned, and the three hundred alumnae met shortly thereafter in the college dining hall for a delightful luncheon planned by Mrs. Mary Lee Bivens Tyner's social committee; there Mrs. Carolyn Peacock Poole served as toastmaster in a most acceptable manner.

The reunion classes receiving special recognition were 1913, 1918, 1928, 1933, 1936, and the two college generations, 1905 through 1908, and 1924 through 1928. A decided note of festivity was emphasized by the birthday cake illuminated by twenty-five candles centering the table of the class of 1913. Miss May Marshbanks of Buie's Creek, '36, played appropriate organ numbers while the crowd was assembling; Mrs. Kitty Poole Johnson, '13, of Weaverville, N. C., sang "Trees"; and everyone joined in the "Hail Song" and in the *Alma Mater*. Mrs. Sallie Camp Ray of Franklin, Virginia, responded to the toast to 1913; and Mrs. Katherine Liles Warren of Woodbury, N. J., replied in costume to the one to 1936. The classes of 1918 and 1928

presented interesting and humorous skits; the response for the classes of 1905, 1906, 1907 and 1908 was made by Mrs. Ethel Carroll Squires, '07, of Wake Forest, N. C.; the response for the generation 1924 through 1928 was made by Miss Clarissa Poteat, '27, of Atlanta, Georgia. The granddaughters presented, as they did once before on a similar occasion, a review of "class day" dresses. The class speeches were concluded by Mrs. Mabel Claire Hoggard Maddrey's welcome to the incoming alumnae, to which Anne Poteat, senior president, responded, and then presented the class doll for 1938, and also twenty-five dollars from her class to be added to the Ida Poteat Loan Fund. Thus ended successfully this thirty-fifth annual meeting of the Meredith alumnae.

Class Day Exercises

The sophomores, carrying the daisy-chain, Saturday, May 28, at 4:30 o'clock, formed a flower-lane through which Anne Poteat, president of the Senior Class, accompanied by the class mascots, Ann Joy Feezor and Franklin Spencer, Jr., led the senior procession. In Anne Poteat's welcoming speech she announced that the class gift would be offered as a contribution to the fund now being raised for the paving of the drive. The seniors then greeted in song their Big Sister Class of 1936, and thirty members of that class, gathered for the occasion, responded with a song composed for a similar event four years ago.

An original skit, written by a committee from the class, presented a garden party honoring Miss A. B. Degree, soon to be married to Mr. Cole Crool World. A series of clues led to the discovery of hidden gifts, reminiscent of important events in class history. A compact for the freshman stunt, *A Compact Performance*; the hockey cup won by the class for three years; a red devil for the sophomore stunt, *Merry Death*; a toy horse for "Sophie Moore," victor in the first college palio; a doll for the junior stunt, *All Dolled Up*; the basketball cup won by the class for two years; a fire truck and an airplane for society activities; a mirror for the faculty presentation of *Alice in Wonderland*; a mountain from the scenery of the senior stunt, *Liushan's Hour*; and last, the Crook itself. As the last gift was brought out, Mary Martin, president of the rising Senior Class, came forward and received it from the seniors. Announcement was made of a class gift to all rising "even" classes—a song for the "even spirit." As seniors and sophomores sang this, members of the Senior Class distributed to the sophomores the "Sticks and Stones" which are to be handed down to subsequent "even" generations.

Society Night

Miss Carolyn Parker, Philaretian president, reviewed the aims and achievements of the societies during the past year. Miss Kate Mills Suiter, president of the Astrotekton Society, then presented the speaker of the evening, Dr. Hubert Poteat, professor of Latin at Wake Forest College.

Dr. Poteat's theme was "Habits and attitudes which we ought to develop as a result of education." Certainly these should be a matter of concern to college women who will so soon be vitally connected with the schools and homes of the State. We are, indeed, responsible, the speaker affirmed, for seeing that the boys and girls who will be committed to our care establish right attitudes toward life and work.

Of these attitudes and habits Dr. Poteat discussed six. The first is resolution in meeting and conquering hard tasks. The elective system is harmful in the high school, for the student too often selects the easy course rather than the substantial one. The second needed habit is the punctual performance of duty. Extracurricular activities, however desirable in themselves, should not be allowed to interfere with the principal business of school. The third important habit is that of accuracy and thoroughness. The fourth is that of doing one's own thinking. Most people think little, if at all. Unfit men occupy high places in state and church largely as a result of our failure to think; for demagoguery thrives on ignorance. The fifth right habit is the wise use of leisure time. We read cheap magazines and we play bridge, when we might be storing our minds with the best that has been thought and said in the world. The last habit is that of unselfish and useful living. There are millions not so fortunate as we are; let us share with them that which we have received.

At the conclusion of the address, prizes were awarded as follows: The Carter-Upchurch medal, given by Mr. P. A. Carter of New York, for the best essay written by a member of the Astrotekton Society, was presented by the Reverend James A. Clarke to Miss Margaret Shepherd. The title of Miss Shepherd's essay was "*The Ring and the Book, Browning's Most Characteristic Poem.*" The Minnie Jackson Bowling medal, given annually by Dr. E. N. Bowling of Durham for the best essay by a Philaretian, was presented by Dr. Charles E. Brewer to Miss June Fay Sewell, whose subject was "*Chaucer, the Echo of a Merry World.*" The next prize to be awarded was a scholarship valued at \$100, given by Mr. A. J. Maxwell of Raleigh to that member of the Philaretian Society who had both maintained a high average of scholarship during the year and had rendered exceptional service to the society. This honor was won by Miss Ellen McIntyre,

a member of the Freshman Class, the presentation being made by Mrs. J. W. Bunn.

Honors and prizes in the Department of English were announced by Dr. Julia Harris, head of the department. Misses June Fay Sewell, Alta Critcher, and Virginia Speer were named as having pursued a course of independent reading. Of these, Miss Speer was given a book as a prize for the best report. The Elizabeth Avery Colton prize, presented annually by the brothers of Miss Colton for the best article appearing during the college year in *The Acorn*, was awarded to Miss Frieda Culberson for her sketch, "Lost Strains." The Albert Stanburrough Cook prize in American literature was awarded to Miss June Fay Sewell.

A prize offered for the first time this year, and hereafter to be offered annually, was the Ida Poteat award in the Department of Art, given for the best work done during the year. This prize is made possible through the generosity of Miss Davie Belle Eaton of Winston-Salem, a former pupil of Miss Poteat. In presenting the prize, Dr. Edgar Henderson stated that since it had been impossible to decide which of two young ladies had done the finer work, a second prize, through the kindness of a friend, was being awarded. Therefore Misses Harriet Rose and Mary Stewart each received a check for twenty-five dollars.

The health award, a silver cup given annually by Dr. Bessie Evans Lane, the college physician, to the class making the highest score in health, was presented by Mrs. Gertrude Royster Sorrell to Miss Barbara Behrman, who received the trophy on behalf of the Junior Class.

Awards in the Department of Athletics were made by Miss Harriet Rose, president of the Athletic Association. Monograms were awarded to Misses Ella Eddins, Mary Elizabeth Bell, Evelyn Lane and Dorothy Foster; stars were awarded to Misses Dorothy Willson (3), Dorothy Sears (2), Charlotte Peebles (2), Harriet Rose (2), Wilba Mills (2), Alta Critcher (1), and Sada Louise Clark (1).

The basketball cup went to the freshman team, and was received by the captain, Miss Ellen McIntyre. The tennis cup for doubles was won by Misses Frances Tatum and Wilba Mills; that for singles by Miss Kate Mills Suiter. The golf prize for the best work of the year, a club, was awarded to Miss Margaret Seymour. The athletic board's award for the outstanding contribution of the year to campus activities, a blazer, was presented to Miss Mirvine Garrett. A special trophy for the "best all-round" participation in athletics was presented to Miss Eleanor Rodwell.

Announcement of new members of Kappa Nu Sigma, honorary scholarship society at Meredith, was made by Miss Adelaide Harris as follows: Misses Betsy Adams, June Fay Sewell, and Mirvine Garrett from the Senior Class; Misses Mildred Ann Critcher, Mary Martin,

Helen Jones, Betty Thomasson, and Olive Hamrick from the Junior Class. Miss Harris also announced the award of Kappa Nu Sigma's freshman scholarship to Miss Lillian Watkins.

The last formal feature of "Society Night" was assigned to the Silver Shield, honorary leadership society at Meredith. Under the direction of the president, Miss Margaret O'Brian, the society "tapped" five new members, Misses Barbara Behrman, Mildred Ann Critcher, Mary Martin, Annie Elizabeth Coward, and Margaret Lee Liles.

Commencement Sunday

College Auditorium

After the academic procession had entered the chapel to the music of Boellmann's *Chorale and Priere*, the invocation was given by Dr. Charles E. Brewer. The Scripture lesson read by the speaker of the morning, Dr. Ralph Herring, pastor of the First Baptist Church, Winston-Salem, was followed with a prayer offered by his father, Dr. David Herring, for years a missionary in China. Gounod's *Sanctus* was sung with sincere feeling by the choir, conducted by Miss Ragna Ottersen. Dr. Ralph Herring's sermon was entitled "The Inheritance of Life," and the text was Luke 10:25—"Teacher, what shall I do to inherit eternal life?" Dr. Herring said, in part: This passage is familiar yet difficult, for it is bristling with four questions and a greater implied question. The insincerity of the lawyer is obvious, for evidently he had no purpose in mind to follow the answer of the Teacher. We must beware of insincerity in our dealings with Jesus. There is nothing more important for graduates than to come to know the God-like life; this is our inheritance; may we enter into its privileges. When Christ asked "How readeth the law?" the answer from the lawyer's lips bears the stamp of the Lord's own approval. Jesus always honors the Scriptures, for the answers to all of life's problems are in the Book. "This do, and thou shalt live." Bring your life, your contacts, your aspirations into accord with the authority of Christ. Every one who is insincere with Jesus will some day find himself in an embarrassing position. The value of the story of the "Good Samaritan" is in Christ's interpretation. To love your neighbor as yourself means to share your life with him, for there is no finer exhibition of the word "love" than in sharing. Yet how few of us are willing to encounter danger, inconvenience, loss, through sharing with others. I'm afraid that most of us find our image reflected in the priest and the Levite. You go out from college not, indeed, to

be neighbor to all the world, but certainly to walk the path from Jerusalem to Jericho; and there along life's highway you will meet someone who has been robbed by sin. If you are obedient to Christ you will communicate to this neighbor the advantages that you have; and thus you will come to know the riches of the inheritance of eternal life.

In the evening Dr. Harry E. Cooper gave as the prelude James's *Meditation à St. Clotilde*, and conducted the choir in singing with real inspiration the anthem *Hark, Hark, My Soul*, by Shelley. The Scripture lesson was read by the Rev. H. W. Baucom of Asheville, who also offered the prayer and pronounced the benediction. The missionary address was delivered by Miss Inabelle G. Coleman, of the Foreign Mission Board, Richmond, Virginia.

Miss Coleman began her heart-stirring message with congratulations to the seniors, reminding them that Meredith College girdles the world, through her missionary daughters overseas. She declared that her subject was "The Wide World's Challenge to American Youth," and explained "challenge" as meaning "dangerous opportunity."

In her visits to thirteen nations, the usual petition of the students was, "How can we come to America?" and one girl added beseechingly, "Tuck me in your pocket!" The world is getting so much closer together that today it is dangerous to live alongside of pagan lands and peoples. In Japan, on account of the conflict between their philosophy of life and Christianity—because they could not understand—ten thousand students ended it all last year. . . . Pagan lands are looking to us, interested in our economic, social, political and religious viewpoints. The challenge comes for us to stand beside the youth of pagan countries.

Moreover, totalitarian people are looking to us. On the way from Budapest to Belgrade a man asked to see some American money; he was disappointed at the coins produced, for he had wanted to see if we really used the motto "In God we trust." We remember Dr. Niemuegger's words: "Ye must obey God rather than man." On the arch over the gate to Heidelberg University was once the inscription, "To the eternal living spirit." Now that word "living" has been chiseled out, and the word "German" substituted. And then there is Mussolini's son writing the book, *The Beauty of War*, rejoicing over the gay dresses of the villagers far below, who were so soon to be turned into dust and dirt and death!

Again, think of the papal menace. In Florence there is still the circle where Savonarola was burned—Savonarola who dared to say that God was mightier than the Pope, and that everybody could talk directly to God. In Rome are the Catacombs. Do you think there is no equivalent of the Catacombs today? In papal Italy Baptists, when they want to hold a service, pull the shutters, close the doors, sit

around tables with lighted candles. No girl has a chance to teach school, if she is a Baptist. A boy said that his family had pawned everything just to live; and he added, "It isn't good to be a Baptist in Italy!" A young man just out of prison told how he had preached that the communion wine was not actual blood, and that at once he had been thrown into prison.

Our dangerous opportunity! Seventeen of the twenty-three universities in China have been bombed until there is nothing left. In Shanghai every day for three months two hundred refugees have died from starvation. The ration for a refugee is a bowl of gruel every third day. . . . Youth must study the situation. Jesus died for the whole world, and students in Eastern lands are saying, "We would clasp hands across the Pacific with students of America, and build a better world than this!" In Japan there is the "Master's Minority"; there are students who are being court-marshalled because they won't join the army and go to kill their Christian brothers in China. Some ask, "Shall we go fight? If we go, we can tell others of Christ. Life is sweet!" In Shanghai were received Red Cross supplies from Japan, with the message, "We love you!" Indeed it may be a dangerous opportunity for us to be sitting here tonight, unafraid, complacent. In China many refugees who have never heard of God, and who are fleeing from death, hear the gospel and find Christ—having been won by college students. In Japan there is a certain doctor, learned in five languages, who had been a professor in the Imperial University. Now, converted, he lives as a doctor-farmer, serving the poor, telling the story of Christ Jesus. It is a custom in China for seniors to get a new name. A young doctor said: "I took the name of Bamboo, for my grandmother had told me the story of the woodman who said to the bamboo, 'I have need of you.' The bamboo said, 'Don't cut me down!' But the woodman cut it down, and used it to serve as a conductor of water that brought life and refreshment to multitudes." Now this doctor, who could get \$10,000 a year in a government hospital, gets \$40 a month in a Baptist hospital, where, indeed, he serves as a life-giving bamboo.

How shall *we* meet this challenge, this dangerous opportunity? Do you think the days of pioneering, of adventure are over? There are twenty million unsaved souls in our own South. There are four hundred and forty million unsaved in China. There are five thousand foreign students in the United States. . . . We, indeed, will be useless if we do not abide in Christ and He in us. To the seniors of tonight may there come the life more abundant and the peace that passeth understanding. On John Wesley's monument is carved his saying, "The world is my parish"; and truly his spirit encircled the world. . . . "By my Spirit" is the real secret of the life abundant. To Chinese students Stanley Jones gave a great motto: "Lord of my life, and all to Thy glory!"

The Art Exhibit

The Art Department of the college has always demanded original work from the students, and at the annual Commencement Exhibit, Friday, May 28, were compositions in oil, water colors, pastel, tempera, pen and ink, and charcoal. Also shown were linoleum block-print surface patterns in fine design and color, weaving in varied materials and design, and hammered copper trays, bracelets, buttons, etc., the work of the Art Education and Industrial Art classes. The seniors majoring in Art were Misses Alice Bruton, Elizabeth Bullard, Nina Hackney, Sadie Massey, Harriet Rose, Dorothy Horne, and Mary M. Stuart. The charcoal drawings of Medieval scenes used in the 1938 edition of *Oak Leaves*, were made by Misses Massey, Bullard and Bruton; and also of more than usual interest was a life study by Dorothy Horne of Dr. Mary Lynch Johnson, to whom the Annual was dedicated. Miss Bullard's treatment in tempera of sea gulls was beautiful in line and color, and Miss Bruton's "Head of a Young Girl" in plaster, was modeled with lovely simplicity and balance. Miss Rose had studies in various media, showing her versatility and her close observation of nature. Miss Stuart's portrait studies in oil and in pastel gave promise of a future portrait painter for North Carolina. The personality of each of the other students was seen in her studies. Katherine Kalmar's work was distinctive, showing that she found beauty in manual objects, for she treated them in a refined and sensitive way.

Miss Davie Belle Eaton of Winston-Salem, a former Meredith art student, offered an award of \$25 to "the best artist," the award to be given annually, and to be called "The Ida Poteat Award." The Department appreciates deeply the interest and generosity of Miss Eaton. As there were two equally deserving young women in the class, the above decision became a real problem, until it was happily solved by a friend, who gave another \$25. Harriet Rose and Mary Stuart, therefore, each received an award of \$25 for the ability shown through the four years of work at Meredith.



The Graduating Exercises

The academic procession formed at 10:30 o'clock, May 30, and entered the auditorium while the introduction to Act III of *Lohengrin* by Wagner was played on the chapel organ by Dr. Harry E. Cooper. After the invocation was pronounced by the Reverend L. R. O'Brian

of Asheboro, Mr. and Mrs. Edgar Alden delighted the audience with their violin duo, playing the "Aria" from *Suite Antique* by Stoessel, and "Gondoliera" by Moszkowski; the violinists were worthily accompanied by Miss Aileen McMillan.

The principal address of the occasion was delivered by Dr. Gordon Poteat of Crozer Theological Seminary, Chester, Pennsylvania. It is an interesting fact that Dr. Poteat is the father of Anne Poteat, president of the Senior Class. The speaker said that the graduates had been subjected to continuous talk throughout their college careers—just talk! Talk is a form of compressed air, colloquially called "hot air," made up of intangible and evanescent sounds. In fact, talk is the most futile of all futile things in the world. This conception of talk appears in a number of well-known phrases, such as "strong, silent men," and Emerson's "What you are speaks so loud I can't hear what you say." Bernard Shaw once said, "He who can, does; he who can't, teaches"; and Lloyd George remarked on one occasion with reference to the British Parliament that it was "an attempt to govern the British Empire by talk." Nevertheless it is talk which differentiates us from animals, whose senses of smell, sight and hearing are more acute than ours. Education is practically synonymous with the process of increasing the vocabulary, learning how to use words. What one cannot put into words, he does not understand. Civilization, culture is dependent on speech which makes possible the accumulation of the wealth of learning of preceding generations. A common language would go far towards eliminating the misunderstandings and acerbities which are making the world today so insecure. Words may be a mightier force for good or ill than any act. For example, the words run up by Admiral Nelson at his masthead in the famous battle of Trafalgar, "England expects every man to do his duty," went far to produce the British victory on that occasion. In dedicating the battlefield of Gettysburg, Lincoln said, "The world will little note nor long remember what we say here." On the contrary, the closing words of that address, "Government of the people, by the people, and for the people," is known throughout the world by people who have never heard of Gettysburg. Under the leadership of the great Sun Yat Sen, the Chinese republic was founded on those very words. The rhyme "With sticks and stones you may break your bones, but names will never hurt you," is not true. Words may rankle, and produce deeper wounds than those made by sticks and stones. Friendships are often broken by hot and hasty words. At the opening of the World War the ire of all nations was stirred by the ill-considered phrase "scrap of paper," used with reference to a supposedly binding treaty. A lie is a word which often leads to disastrous consequences—a fact dramatized by George Eliot in her famous novel *Ramola*. On the other hand, words have great power for good. Patrick Henry's "Give me liberty or give me death," played

an important part in the creation of our nation. Words have also great power to comfort—itsself a word which means literally “share strength.” The illuminating words used in a broadcast in Oakland saved a family from divorce. John R. Motte heard Studd say, “Seekest thou great things for thyself? Seek them not; seek ye first the kingdom of God,” and his whole life was changed. The vulgarity or refinement of individuals is appraised by the words they speak, for “out of the fulness of the heart the mouth speaketh.” The bestowing of diplomas upon the graduates places a responsibility for their words and language upon them. . . . In closing Dr. Poteat said, “May you all represent in your speech the culture and refinement which is the spirit of your Alma Mater.” Following the singing of a hymn dedicated to the choir of Meredith College, diplomas were presented and degrees conferred by President Brewer. Ten graduates received the degree of Bachelor of Science. Ninety-five graduates received the degree of Bachelor of Arts.

President Brewer, in his farewell message to the graduating class, congratulated the graduates on their success, and urged them to go forward to greater achievement in the future.

The Meredith College choir sang *Gloria* by Buzzi-Peccià, under the direction of Dr. Cooper. The Rev. W. E. Poe of Oxford, in presenting Bibles to all members of the graduating class—a beautiful annual custom of the college—spoke briefly of the confusion and insecurity in the world today, and pointed to God’s Word as a word of life which is true and certain. The Bible is not a book to be laid aside, but to be loved and used. The Bibles were immediately handed to the graduates by Dean Boomhour.

Mrs. Gordon Maddrey, president of the Alumnae Association, Mrs. Anna Kitchin Josey, and Anne Poteat were requested by Dr. Brewer to come to the platform. Mrs. Maddrey, speaking for the alumnae, said that the Association had decided to honor another member of the faculty who had been with the institution from the beginning. In 1936 a bronze portrait medallion of Dr. Delia Dixon Carroll had been presented to the college. Mrs. Maddrey asked Mrs. Josey to present a portrait of the teacher who had been chosen to be so honored this year. Mrs. Josey began by telling a tale of a new and very much frightened girl who arrived at Meredith years ago, and was taken in and comforted by Miss Ida Poteat—a typical example of this teacher’s relationship with all students. Miss Poteat was born in Caswell County, and was educated at Raleigh and in New York. Although urged by her sculptor-teacher in New York to take up sculpture as her life’s profession she turned aside from this alluring prospect to become a teacher, in order that during the trying years of reconstruction she might render a greater service to her family. She studied later at the Chase School in New York, at the Academy of Fine Arts in Philadelphia, in New Haven, and in London, and

she also travelled widely in Europe. Mrs. Josey then spoke of the influence on Meredith College of various members of the Poteat family. Mrs. Poteat, Miss Ida's mother, who lived in the college, Dr. W. L. Poteat, who was a member of the Board of Trustees, Dr. Hubert Poteat, who studied voice at one time at the college, Dr. McNeill Poteat, beloved by the student body, Dr. Gordon Poteat, the brilliant speaker of the occasion, and Anne Poteat, president of the Senior Class. Miss Ida taught Art in class hours, but the art of living at all hours. The love of those whose lives she has enriched will always be with her, and generation after generation of those who follow will rise up and call her blessed.

The portrait was painted by Miss Mary Tillery. Miss Ella May Thompson attended to the necessary details. Mrs. Maddrey presented the portrait in the name of more than two thousand alumnae. When it was unveiled by Anne Poteat, the audience, upon seeing the beautiful likeness of the beloved teacher, rose spontaneously to their feet in tribute. Mr. R. N. Simms accepted the gift for the Board of Trustees, paying tribute to the Poteat family and their contribution to North Carolina and to the world. To Miss Ida he paid personal tribute, speaking of her originality and of her power to evoke original expression among her pupils. He voiced the gratitude of the trustees to Miss Ida for her influence on the whole student body. He said she was a typical Southern woman of grace, dignity, charm, strength, and loveliness, and the very embodiment of the spirit and life of Meredith College.

Following the singing of the *Alma Mater*—words and music written by Dr. R. T. Vann, a former president of the college—the Reverend L. R. O'Brian pronounced the benediction. The session 1937-38 came to an end with the recessional of the graduates, as Dr. Cooper played the "Priests' March" from *Athalia*, by Mendelssohn.

Honor Roll

FIRST HONOR

Betsye Adams, Lilesville; Carolyn Andrews, Burlington; Lucile Aycock, Raleigh; Carolyn Aydlett, Elizabeth City; Minetta Bartlett, Kinston; Hazel Bass, Farmville; Barbara Behrman, Greensboro; Grace Betts, Raleigh; Emily Bradsher, Roxboro; Nancy Brewer, Wake Forest; Mary Frances Brown, Elizabeth City; Elizabeth Bullard, Raleigh; Marjorie Burrus, Canton; Dorothy Byrum, Raleigh; Helen Canaday, Raleigh; Mrs. Lucie O. Carter, Jacksonville, Fla.; Margaret Love Clarke, Monroe, Ga.; Sada Louise Clarke, Severn; Edna Earle Coggins, Inman, S. C.; Louise Conner, Chapel Hill; Mary Virginia Council, Raleigh; Alta Critcher, Williamston; Carolyn Critcher, Lexington; Mildred Ann Critcher, Lexington; Grace Croom, Kinston; Frieda Culberson, Asheville; Jessie Currin, Henderson;

Mamie Louise Daniel, Pleasant Hill; Margie Louise Daniel, Neuse; Kathryn Dickenson, Kinston; Ella Eddins, Jackson Heights, Long Island, N. Y.; Elizabeth Elliott, Edenton; Jean Ellis, Marion; Haliburton Emory, Raleigh; Flora Fowler, Tabor City; Mary Frances Futrell, Nashville; Mirvine Garrett, Greensboro; Mary Caudle Gavin, Sanford; Iris Rose Gibson, High Point; Margaret Grayson, High Point; Dorothy Green, Danville, Va.; Lillian Gupton, Raleigh; Dorothy Hagler, Gastonia; Huldah Hall, Woodsdale; Madeline Hall, Woodsdale; Olive Hamrick, Raleigh; Adelaide Harris, Norwood; Sarah Eunice Hayworth, Asheboro; Ernestine Hobgood, Greenville; Dorothy Horne, Raleigh; Kathleen Jackson, Elizabeth City; Anna Lee Johnson, Apex; Catherine Johnson, Winston-Salem; Ethel Sorrell Jones, Cary; Helen Jones, Selma; Frances Lanier, Wallace; Margaret Lee Liles, Shelby; Rachel Lee Maness, Troy; Mary Martin, Lexington; Kathleen Midgett, Elizabeth City; Ann Roselyn Mills, Durham; Elizabeth Nanney, Mount Gilead; Ernestine Neighbors, Dunn; Eunice Bryan Outlaw, Zebulon; Carolyn Parker, Florence, S. C.; Dorothy Anne Perry, Raleigh; Lillian Poe, Oxford; Rachel Poe, Oxford; Louise Pope, Albemarle; Anne Poteat, Chester, Pa.; Martha Rasberry, Farmville; Evelyn Rose, Smithfield; Harriet Rose, Wadesboro; Nina Lou Rustin, Penrose; June Fay Sewell, Seffner, Fla.; Margaret Seymour, Apex; Margaret Shepherd, Weldon; Leette Smoak, Aberdeen; Frances Webb Spilman, Greenville; Ethelene Stevens, Raleigh; Mary Montgomery Stewart, Fayetteville; Mrs. Nancy Riddle Stinnette, Raleigh; Kate Mills Suiter, Scotland Neck; Frances Tatum, Fayetteville; Portia Tatum, Fayetteville; Betty Thomasson, Danville, Va.; Frances Todd, Roxboro; Helen Turner, Newton; Annie Vannoy, North Wilkesboro; Theresa Wall, Winston-Salem; Lillian Watkins, Manson; Virginia Lee Watson, Charleston, W. Va.; Charlotte Wester, Henderson; Mary Clayton Wyche, Hallsboro; Mary Elizabeth York, Cary.

SECOND HONOR

Kathryn Aldridge, LaGrange; Frances Scott Andrews, Burlington; Elfreda Mae Barker, Blackridge, Va.; Waldine Bass, Lucama; Dorothy Bell, Currie; Mary Elizabeth Bell, Washington; Nora Binder, Mount Airy; Evelyn Britt, St. Pauls; Nannie Margaret Brown, Warrenton; Alice Bruton, Mount Gilead; Maebelle Burkett, Kelford; Cora Burns, Goldsboro; Eva Butler, Whiteville; Margaret Jane Childs, Lincolnton; Virginia Combs, Raleigh; Katharine Covington, Thomasville; Mildred Lenore Davis, Pendleton; Hilda Earp, Selma; Helen Edwards, Fuquay Springs; Betty Elliott, Detroit, Mich.; Mary Lee Ernest, Greenville, Ala.; Mary Elizabeth Ferguson, Durham; Agnes Freeman, Winston-Salem; Margaret Gatten, Statesville; Nina Elizabeth Gilbert, Benson; Mary Virginia Glenn, Madison; Carolyn Henderson, Durham; Elizabeth Henley, Raleigh; Irene Herring, Mount Olive; Beverlie Joyner, Rocky Mount; Carolyn Langston, Danville, Va.; Margaret Lanier, Wallace; Willa Mae Lee, Cary; Evelyn Levine, Estill, S. C.; Rachel Anne Lewis, Middlesex; Dorothy Lowdermilk, Valdese; Mary Lucas, Belhaven; Betty Brown MacMillan, Thomasville; Ruth McLean, Bartow, Fla.; Mrs. Esther Pate Marshburn, Raleigh; Evelyn Marshburn, Richlands; Elsie Miller, Winston-Salem; Mary Frances Mills, Durham; Jennie Reid Newby, Thomasville; Margaret O'Brian, Asheboro; Frances Olive, Apex; Mary Lois Overby, Angier; Mrs. Olive Carrawan Parkin, Raleigh; Virginia Penny, Cary; Frances Pizer, Raleigh; Anna Elizabeth Powell, Wallace; Eleanor Rodwell, Norlina; Dorothy Sears, Apex; Aileen Snow, Maplewood, N. J.; Verda Sommerville, Raleigh; Margaret Strickland, Louisburg; Annie Lee Tarleton, Wadesboro; Geraldine Tuttle, Winston-Salem; Annie Hurdle Walker, Burlington; Lois Mae Ward, Bolivia; Georgia White, High Point; Dorothy Willson, Athens, Tenn.; Jane Hall Yelverton, Raleigh.

POINTS			
<i>No. of Classes per week</i>		<i>Points for first honor</i>	<i>Points for second honor</i>
12	-----	27	----- 22
13	-----	29	----- 24
14	-----	31	----- 26
15	-----	33	----- 28
16	-----	35	----- 30
17	-----	37	----- 32
18	-----	40	----- 34

GRADES

A gives 3 points per semester hour of credit
 B gives 2 points per semester hour of credit
 C gives 1 point per semester hour of credit
 D gives 0 point per semester hour of credit

Opening Address

September 9, 1937

MORAL COURAGE

A. C. REID

Professor of Philosophy in Wake Forest College

At a time of grave personal danger a great Athenian teacher declared: "I cared not a straw for death. . . . My great and only care was lest I should do an unrighteous or unholy thing." A distinguished modern teacher spoke thus: "In heroism, we feel, life's supreme mystery is hidden. We tolerate no one who has no capacity whatever for it in any direction. On the other hand, no matter what a man's frailties otherwise may be, if he be willing to risk death, and still more if he suffer it heroically, in the service he has chosen, the fact consecrates him forever." As Socrates and William James thus imply, fortitude is a cardinal virtue. Moral courage is indispensable to high intellectual achievement. In this brief address, permit me, therefore, to offer two suggestions to you who have entered this college to prepare yourselves for a life of genuine accomplishment.

I. Present Situations Demand Courage.

The average person does not now recognize his opportunities to exhibit intelligent personal heroism. His life for him is prosaic and monotonous. He thinks of fortitude in terms of adventure and hazard to life. He is so fascinated by those bold spirits who risk their

lives on mountain heights, polar ice, stormy seas, or in the stratosphere, that he is inclined to overlook equally intrepid souls who exhibit high moral courage in the quiet performance of tasks which show no glamour and provoke no applause. At the grave risk of taxing your patience with a recital of familiar facts, let me remind you of some insistent problems. They are commonplace; they promise you no reward of popular acclaim; nevertheless, they challenge you, and they would apply the acid test to your courage.

1. The home must be protected. The home is the institution where ideals are established, where character is formed, where culture is taught, and where reverence is developed. Its dignity, its refinement, and its matchless influence must not be lost. Within recent years many forces have arisen to compete with the home and weaken it. These subversive influences can be counteracted only by an intelligent and courageous womanhood committed unequivocally to the preservation of the home. A woman can do no greater work than that of building a good home.

2. Criminality should be decreased. Disrespect for the law is now so general that it is trite to speak of it. Yet, the vast and increasingly large number of youthful criminals in our State is a shameful reflection upon us; for it is an irrefutable fact that our society produces, encourages, and defends a majority of our criminals. We are in large measure the cause of the crowded conditions of our prisons; and we are under moral obligation to effect such changes as will eventually produce a law-abiding citizenship.

3. A spirit of habitual temperance should be developed. We are intemperate in many ways. Hydra-headed intemperance, now supported by claims of respectability and economy, and protected by mercenary legal henchmen, is a monster which should be subdued. Habitual temperance, however, will not be had by the mere imposition of external restraints. Forms of condemnation and prohibitions appear to effect about as much harm as good. Habitual temperance can be gained only by the development of high social ideals, fineness of character, and a deep and abiding sense of respectability. Although she largely sets social standards, it appears that, within the last decade, woman has not only not been provoked by this unscrupulous enemy of her home and her happiness, she has seemed not even to notice the monster. I say to you that intemperance in its various forms *can* be attacked successfully by you, and that we may hope for progress with respect to self-control when, and only when, woman has the courage to take an uncompromising stand in behalf of pride, self-respect and refinement.

4. The problem of mental hygiene is a critical one. We have evaded serious study of this field long enough. It is time a real offensive was made, for mental diseases are real, dangerous, and amazingly prevalent. Let me call your attention to one startling fact. At least

one-half of the hospital beds in North Carolina are now occupied by patients who are mentally abnormal; and the waiting list of such patients is very large. In new York State one adult in ten, sometime during his lifetime, is admitted to a psychopathic institution. Such conditions seem to prevail generally throughout the country. Adequate hospitalization is imperative; but the remedy must be applied at the sources of the trouble. The task is not one for the timid and weak to undertake. If you think otherwise, let me remind you that diagnoses of conditions are difficult, that hereditary and acquired causes are hard to control, and that public sentiment is now so indifferent as to make rapid progress in this field impossible.

5. The quality of public education must be improved. No informed citizen can gainsay our need of thoroughly prepared and adequately paid teachers. Nor can we take any justifiable pride in the length of our school term or the quality of work done in our schools. In view of accomplishments in other states, the status of our schools is a poor spectacle and a serious handicap to the youth of the State. There should be righteous impatience until the public schools of North Carolina do a quality of work which is above reproach, and have a ten-months term and twelve grades. And let none of you think that goal can be reached easily.

6. The level of culture in our State must be raised. Many different considerations are here involved. For example, in many sections living conditions are unspeakable. We do not call such places slums; they are, nevertheless, a focus of ignorance, the home of poverty, the breeding place of crime. To you who attend a show and enjoy the tragedy so much that you weep, let me suggest this test of your integrity: go through the poor districts of your community and observe the tragedies of poverty, disease, malnutrition, filth, ignorance, crime, and environmental enslavement of children. And the next time you become enthusiastic about conditions in distant continents reflect upon local race problems. Do not assume that you have the practical solution for such problems. You have not! Mere sentiment is no cure; many forms of charity weaken moral fibre and pauperize integrity. Your methods would perhaps impoverish these unfortunate people more than they would help them. Desirable leadership in such work must have training, wisdom, patience, and the courage to suffer self-sacrifice.

From another point of view, there is grave need for library facilities, and for the cultivation of the taste for great books. Our people are, moreover, starved for real music, and do not recognize the cause of their spiritual anemia. Furthermore, art should be made more generally available, and its appreciation should be encouraged. Our State is immeasurably wealthy in natural beauty; but what can one say about the appearance of many of our towns and much of the countryside? The ugly spots are those which man has made. The

beauty of nature, in wave and mountain and cloud and trees and birds and flowers, must become a part of our lives. Art, music, literature and philosophy must occupy a foremost place in our thought. Such possessions would restore our balance and enlarge our vision. As Matthew Arnold suggests, such treasures are like the unconscious poetry of divine insight—without them life sinks toward mere existence; with them, life is divine.

7. We must revitalize our convictions about Truth. Unless we do so, dire consequences may be expected. Modern accomplishments have, in many respects, produced negative results. For instance, our discovery of the vastness of the universe has, by contrast, reduced man to a condition of relative insignificance. Like Alice in Wonderland, as we have nibbled at one side of the mushroom we ourselves have grown smaller. And our elation at scientific discovery reminds one of the Cheshire cat which gradually vanished until there was left only the head, and then the smile, and then the smile vanished. Our smile vanishes when we realize our insignificance in time and space. We must eat from the other side of the mushroom, or we shall lose our perspective. Call it metaphysics, theology, religion, or what you will—we must return to a recognition of the elemental fact of Truth. Unless we do so, no real satisfaction will be had. Until we do so, tragedy will stalk the world and threaten not only the supremacy of the white race, but civilization itself. There will be no abiding safety until man attains actually a fine conception of Truth. Despite the ridicule directed at those who work toward that end, there is no more important or difficult task than that of restoring a high regard for the Eternal.

II. Four Ways in Which You Can Exhibit Courage.

Let me caution you that residence in a college does not assure improvement of your character, or guarantee that you will occupy a place worthy of your ability. Your education may foster instability and create superficial interests. You may, thus, become a burden to society. Let me name, therefore, four ways in which you as students should be courageous:

First, have the courage to be intelligent. The world's worst tragedy is a wasted and misdirected human life. Superficiality provokes disgust; intellectual depth commands respect. Evil is the progeny of ignorance; virtue is the fruit of wisdom. There are, however, many individuals who spend four years in college and receive diplomas who never discover the nature or purpose of an educational institution. They have eyes to see, but do not see; they have ears to hear, but do not hear. Then, too, the purpose of many students who would prepare themselves is thwarted by public clamor, and by so-called "practical" courses of study that militate against scholarship. Have you the courage to refuse to be charmed by the public sirens? to decline to follow the line of least resistance? Whatever the cost in time

and hard work, be bold enough to pursue the hard disciplinary courses; you will find them foundational and permanently satisfying. Cultivate the friendship of the great masters of thought; they will not desert you. Dare to be intelligent.

Secondly, have the courage to be wisely independent. In recent years, woman has suffered the illusion of believing herself independent, when, in fact, she has become enslaved. She is frequently the thrall of her own spirit of rebellion. She has often dissipated much of her authority by violating high conventions. She is in many instances the naïve puppet of commercial groups who cleverly plan to dictate her thought and shape her interests. I speak thus plainly with no vein of cynical criticism; I rather dare you to exercise wisely the great capacity for independence which you possess. Examine, study, reflect, evaluate; accept no man's word as final; do not substitute opinion for truth; have the courage to undertake to discover truth, and follow truth to the best of your ability. It is by such means that you will attain the personal magnetism afforded by culture, refinement and freedom. Dare to be intelligently courageous.

Thirdly, have the courage to suffer. Popular philosophy now seems to urge that the good life consists in a type of happiness which is perhaps a modified form of the Epicurean ideal of freedom from pain. For example, we strive to accumulate wealth in order to be free from physical discomfort and worry; we desire a college education in order to avoid hard work; we provide social security to safeguard old age; sometimes we even employ religion as an escape mechanism, that is, to allay our fears and to administer an opiate to our consciences. Whatever the merits of such an attitude, it is not characterized by high courage. Really great men and women have not sought to escape work, pain, or responsibility. They have been willing to sacrifice and die in pursuit of an ideal. Socrates, Bruno, Spinoza, Florence Nightingale, Carey, and Grenfell are illustrations of a host of men and women whose heroic spirit transfigures human life with divine significance. Paradoxically, they lost to win, spent to save, suffered to be happy, died to live.

I declare to you that a life fit for a woman to live cannot now be one of ease. Learn, therefore, to say with Robert Browning:

"Was the trial sore?"

Temptation sharp? Thank God a second time!
Why comes temptation but for man to meet
And master and make crouch beneath his foot,
And so be pedestalled in triumph?"

Finally, have the courage to be idealistic. A thousand adverse interests will tend to stifle your idealism and restrict your vision to a world of practical interests only.

Pragmatic interests are commendable and indispensable. But may I caution you that, if you project your life upon a pragmatic or

empirical plane only, you will experience a condition of futility and despair? Man, because he is man, must pierce beyond the illusory veil of temporal interests, else he will suffer the loss of the fabric of inspiration and the substance of hope. You must, for example, develop a persistent faith in the Eternal, and in yourself as a part of the Eternal. Strength is born of such a belief as that which Socrates expresses thus: "No evil can happen to a good man, either in life or after death." Again, you need vitally that divine fortitude which impels one to live the good and genuinely progressive life; you must actually believe, as did Robert Browning, that

"All we have willed or hoped or dreamed of good shall exist;
Not its semblance, but itself; no beauty, nor good, nor power
Whose voice has gone forth, but each survives for the melodist
When eternity affirms the conception of an hour."

As Plato insists, let your soul feast upon the food proper to it; and when you, each in your own way, attain a "love of the everlasting good," you will apprehend life in the divine radiance of

"That Light whose smile kindles the Universe,
That Beauty in which all things work and move."

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Foreword

UNDINE FUTRELL JOHNSON

President Meredith College Alumnae Association

The trustees have again granted the Alumnae Association the privilege of preparing one of the regular college bulletins as a record of and message to the alumnae.

In last year's bulletin various alumnae who had rendered distinguished service in their fields of activity wrote of their work. This year the bulletin committee thought that a summary of work of the Association would encourage the alumnae with regard to their past efforts and stimulate them to future accomplishments. I know that through the study of this record you will have a growing sense of pride in what we have done, and, I trust, a renewed determination to have a part in making a finer, stronger Meredith.

As we look back at the things accomplished and forward to the things planned, we realize that Mae Grimmer, our alumnae secretary for ten years, has had the leading part in them all. In fact until she came and put all of her determination, energy, and enthusiasm into her job, very little had been done. Handicapped as she has been by lack of funds and—sadder to relate—often by lack of coöperation among the alumnae, she has been that moving force in all the projects which this bulletin records.

The bulletin committee, composed of Harriet Herring, Carolyn Mercer, and Norma Rose, deserve a vote of thanks for making this year's Bulletin a worthy successor to last year's.

Now in conclusion, the motto of my term of office to every alumna: "Let's boost Meredith with student body, faculty, trustees, and alumnae all working together for her." There are enough interested, loyal alumnae to make and keep Meredith the kind of college we can be proud to call Alma Mater. And if all those who, by their actions, seem to have forgotten her, become Meredith conscious what a wonderful power we could be! Let us all say in the beautiful soul-stirring words of Dr. Vann's song:

"We salute thee, Alma Mater, we salute thee with a song;
At thy feet our loyal hearts their tribute lay."

Leisure to Grow Wise

MARY LYNCH JOHNSON

(Alumnae address delivered at the annual meeting of the Meredith College Alumnae Association, May 28, 1938)

We often sigh for the good old days of our grandmothers and great-grandmothers, when one had time to think. There was no madding crowd, no multiplicity of organizations, no frantic rush to keep appointments; life moved on serenely and evenly; they were halcyon days. But remember what they did that we do not do: spun the thread, made the dye from plants and barks, wove the cloth, and made the garment that we buy ready made in twenty minutes. They knit socks and stockings, wove sheets and blankets, made candles, tried out lard, and made soap. They made the yeast and baked the bread; they dried apples and cured bacon; they raised chickens, ducks, and geese, and made feather beds and pillows. And in the spare time there was always the garden, for there was no convenient corner grocery with a delicatessen counter. I feel sure that if our great-grandmothers could exchange places with us, they would find time hanging heavy on their hands. Leisure is always the possession of a past generation; no age seems leisurely to itself.

That is probably because of our mistaken idea of leisure. If we were asked for a definition of leisure, most of us would consider it time in which we could be idle, vacant time, as implied in our word *vacation*. If it be vacant time, then of course none of us ever has leisure, nor ever shall have, for the natural impulse, like sticking your tongue in the hollow where a tooth was, is to fill vacant time. It is strenuous to try to fill vacant time. It is a standing joke, and as true as it is jestful, that we come back from vacations tired to death. Every teacher knows that dead-fish expression on students' faces Monday morning, after the day of rest. It is partly because we feel that we must fill vacant time that we are open to the indictment William James made of Americans in 1911, an indictment even more true now than it was then. "Neither the nature nor the amount of our work is accountable for the severity and frequency of our nervous breakdowns, but their cause lies rather in the absurd feelings of hurry and having no time, in that breathlessness and tension, that anxiety and solicitude of results, that lack of inner harmony and ease, in short, by which the work is accomplished." The root of the word leisure is *licere*, to be permitted, as implied in Webster's primary definition, "Freedom or opportunity afforded by exemption from occupation or business." Leisure regarded as *opportunity* is worth a good deal more consideration than leisure as vacant time. With the

aid of the Oxford Dictionary, Bartlett, and some reading of my own, I have gathered together a few passages using the word.

William Cowper dissociated leisure from vacant time in his couplet,

Absence of occupation is not rest
A mind quite vacant is a mind distressed.

Samuel Johnson, in a letter to Mrs. Thrale, distinguished between leisure and idleness: "I am not grown, I am afraid, less idle, and of idleness I am now paying the fine by having no leisure." George Herbert wrote, "He hath no leisure who useth it not." John Ray's *English Proverbs* records the same idea, "Idle folk have the least leisure," and *Poor Richard's Almanac* admonishes, "Employ well thy time if thou wouldst have leisure." A step further than its dissociation from idleness is its identification with labor. Timothy Dwight in "Is not true leisure one with true toil?" gives rather a strenuous definition of leisure, as is John Ray's "Leisure is the soul of labor." Thomas Fleming, in 1576, wrote, "To the performance of such an enterprise much leasure and labour is required." Ruskin in his autobiography, *Praeterita*, wrote: "The first volume of *Modern Painters* took the best part of a winter's leisure." We should call that a fair winter's work. It was not mere vacant time Dean Inge meant when he said, "The soul is dyed with the color of its leisure thoughts."

Matthew Arnold suggested my subject and title by a passage in *Sianzas Written in Memory of the Author of Obermann*. Arnold wrote the poem more than eighty years ago, in that placid, leisurely age that we envy.

But we, brought forth and reared in hours
Of change, alarm, surprise,
What shelter to grow ripe is ours,
What leisure to grow wise?

Like children bathing on the shore
Buried a wave beneath;
The second wave succeeds before
We have had time to breathe.

Too fast we live, too much are tried,
Too harassed to attain
Wordsworth's sweet calm, or Goethe's wide
And luminous view to gain.

This idea is involved in the origin of the word *school*, which comes from the Greek word for leisure, because only those with leisure had

the opportunity to learn. In the apocryphal *Ecclesiasticus* we find, "The wisdom of a learned man cometh by opportunity of leisure"; Thomas Hobbes, in *The Leviathan*, called leisure the mother of philosophy. Thoreau, in his journal, held that the man had true leisure "who had time to improve his soul's estate." And Seneca said, "Leisure without books is death."

Seneca's words bring me to the only way of using leisure to grow wise that I dare talk about, reading. There are others: contact with wise people, nature, music, art; but I am not wise enough to discuss them. Like the shoemaker, I must stick to my last.

Matthew Arnold lamented the lack of leisure to grow wise, with some reason, we feel, so far as his own time went. His writings in prose and poetry you all know. But did you know that from the time he was twenty-nine till four years before his death, a period of thirty-five years, he was inspector of schools in England? Such a work for him seems like hitching Pegasus to a plow. He went from school to school all over England, investigating conditions, interviewing teachers, giving them advice and suggestions, listening to the spelling and arithmetic lessons of very frightened little boys and girls, and then reading examinations and tests for two or three hours at night. Often because of rushed schedules he had no time for lunch, and would send out for a bun which he would eat before the astonished school. Yet the year before he gave up the work, he wrote: "I read five pages of the Greek anthology every day, looking out all the words I do not know; this is what I shall always understand by education, and it does me good and gives me great pleasure."

John Wesley has been much in our minds lately, because of the bicentennial of his Aldersgate experience. Some years ago Samuel McChord Crothers wrote an essay, "The Leisurable Hours of John Wesley" that was very illuminating to me. It is largely made up of extracts from Wesley's journal, which the great preacher somehow found time to keep. In it he told of one off day. "It being a thorough rain, I could only preach at Newgate at eight in the morning and at two in the afternoon, in a house near Hannam Mount at eleven, and in one near Rose-Green at five. At the Society in the evening, many were cut to the heart." Five sermons a day, several of them as much as ten miles apart, was quite usual for him. On his seventy-first birthday he wrote: "This being my birthday, the first day of my seventy-second year, I was considering, how this is, that I find just the same strength as I did thirty years ago? That my sight is considerably better now, and my nerves firmer than they were then? That I have none of the infirmities of old age, and have lost several I had in my youth? The grand cause is, the good pleasure of God, who doeth whatsoever pleaseth Him. The chief means are: 1. My constantly rising at four, for about fifty years. 2. My generally preaching at five in the morning, one of the most healthy exercises

in the world. 3. My never traveling less by sea or land than 4,500 miles in one year." When he died at the age of eighty-eight—you observe that wearing out is not necessarily the alternative of rusting out—he left more than three hundred pamphlets and books, many of them written on horseback. Yet his journal is full of his reading, by no means all theological. "Having a leisure hour, I made an end of that strange book, *Orlando Furioso* — History, philosophy, and poetry I commonly read on horseback, having other employment at other times." He commented on Bolingbroke, Chesterfield, Voltaire, Rousseau, Swift, Marcus Aurelius, Tacitus, Herodotus, Lucian, and a prodigious number of other books, especially histories. At eighty-three on a trip to Limerick he carefully read an Irish grammar. His comment is worth recording. "The difficulty of reading is intolerable, occasioned chiefly by the insufferable number of mute letters, both of vowels and consonants, the like of which is not to be found in any language under heaven. The number of pronouns and the irregular formation of the verbs is equally insufferable." Crothers called such reading "leisure snatched from the jaws of zeal."

Now let us turn to ourselves, neither Arnolds nor Wesleys, but Meredith alumnae, who love to read, but never have time for it. Let us give ourselves a rigid inquisition. If we aren't honest, if we rationalize, and dodge uncomfortable conclusions, I shall have wasted my words and, what is far worse, your time. Because I have taught so many of you, perhaps all of you will pardon the smugly didactic element which, in spite of my efforts, pervades this whole talk.

Count the organizations to which you belong. One Meredith alumna told me that she belonged to thirteen, and held office in seven. As I thought it over, it sounded so incredibly many that I asked her again, and she told me she had a friend who belonged to twenty! For those of us who drive, how many of the miles on the speedometers of our cars are there because we had to go to definite places for definite purposes, and how many because we were restless, and just wanted to go? Not content with going, we have radios in our cars, and listen to the adventures of Mickey Mouse and Donald Duck as we ride, the more completely to fill the vacancy. How many of you knit sweaters, dresses, or afghans this winter because you needed them, and how many because it filled vacant time? Count up the moving pictures you have been to in the last six months. How many of them could you have missed without being the poorer, mentally or spiritually? How many teas did you attend this winter when neither you nor your hostess would have been the unhappier had you stayed at home? Would it not be better if social events were occasional pleasant diversions, rather than frequent stern duties?

Please don't think I am condemning any of these things. Some of them are praiseworthy and excellent; I *wish* I could knit. But let us take stock of these and all our other occupations. Imagine a sheet

of paper, and fold it in half. List on one side all the things you have to do in a day, a week, or a month—not in your present state of entanglement, but those from which you really cannot free yourself. On the other list all the things you do which are not really necessary. Be perfectly honest in making this double list. Now weigh reading with every single one of the pursuits on the non-obligatory. See if every single bit of everything else you do is more important than reading. I doubt if such is the case with even the busiest of us.

I am basing my judgment partly on the students I have taught and partly on general conclusions, when I say we do not so much like the actual reading as we cherish the idea of being people who like to read. The head of the Chicago Public Library said that the year the rage of knitting struck Chicago, the number of books drawn out by women readers was cut by more than half. Dr. Freeman told us in a chapel talk that there are 500,000 tobacco stores in the United States, and only 2,500 book stores. Eighteen dollars per capita is spent on candy, sodas, and chewing gum—note that this does not include tobacco in any form—and one dollar and ten cents on books. More is spent on chewing gum alone than on books. I do not know where North Carolina stands in the list of states in chewing gum, but she is far below the national average in books per capita.

Having discussed, if not settled, the question of lack of time, we come to reading itself. It is not necessary to speak at length of how it aids us to grow wise. From reading we gain facts, and some of them are valuable, but none of us cares about becoming an encyclopedic pedant. It gives us new ideas, recalls old ones, and relates these to life. More than that, it aids us in understanding human nature. I have always thought Solomon's prayer for wisdom was already partly fulfilled when he asked for an "understanding heart"—so much better than an understanding mind. It is a mistaken view that separates books from life, considering them what Stevenson called a "bloodless substitute for life." Shelley wrote truly of how the poet can from his visions create

Forms more real than living man,
Nurslings of immortality.

There is nothing in reading in itself to make us wise. We may kill time with reading just as surely as with any other futile pursuit. Reading can be a substitute for thinking even more readily than it can be a stimulus to thinking. Its value all depends on what you read and how you read.

As to what we read, there is no better guide than Dimnet's advice in *The Art of Thinking*, "Don't read the good books; read only the best." Ruskin, in commenting on the folly of reading trivial books when the world's masterpieces are at our command, said: "Will you

go and gossip with your housemaid, or your stableboy, when you may talk with queens and kings?"

Having decided to read only the best, we face a more vexing problem in choosing the best. It was Charles Lamb, was it not, who said, "Whenever a new book comes out, I read an old one." Of course there is no virtue in age *per se*, but neither is there in newness *per se*. There are thirty centuries of literature we class as not modern, and thirty odd years as modern. Is it not logical to do most, not all, of our reading from the centuries, rather than the years?

Moreover, time has in the older books largely attended to the matter of selecting. In the centuries, much of the chaff falls away, and what survives is in larger proportion good grain. When the chaff does survive, it is more likely to be recognized as chaff. Judging and selecting contemporary literature is a formidable task. There were in 1932, 22,000 periodicals published in the United States alone. Add to that the number of books published annually, and the number is dizzying. And it was before the days of printing that Solomon said, "Of the making of books there is no end." In one year, according to the advertising pages of an excellent literary weekly, there were one hundred and forty-three best novels of the year, forty-five best books of the decade, and twenty-one books of the age. Attempting to keep up with new books reminds one of Alice in the looking-glass country.

"All at once the Duchess snatched her hand, and ran with her just as fast as they could run till Alice was completely out of breath, only to find themselves exactly where they started.

"'In our country,' said Alice, panting, 'you'd generally get somewhere if you ran fast for a long time as we've been doing.'

"'A slow sort of country,' said the Duchess. 'Now here it takes all the running you can do to keep in the same place.'"

If we are going to read mainly the books tested by time, we shall have to make up our minds not to be intimidated by our friends' comments. "Oh, haven't you read *that*?" they will say, in the tone of "You poor toad." Neither must we be browbeaten by the blurbs of the publishers or the beguiling circulars of the book-of-the-month clubs. We can obtain some comfort by realizing that a great many best sellers of years gone by are like the snows of yesteryear. Here is the list of thirty years ago:

1908 The Lady of the Decoration
The Shuttle

1909 The Trail of the Lonesome Pine
Peter

1910 The Rosary
Molly Make-Believe.

- 1911 The Rosary
The Winning of Barbara Worth
- 1912 The Winning of Barbara Worth
Queed
- 1913 The Inside of the Cup
Pollyanna
- 1914 Pollyanna
The Inside of the Cup
- 1915 The Far Country
Pollyanna
- 1916 The Far Country
Michael O'Halloran
- 1917 When a Man's a Man
Mr. Britling Sees it Through.

I must say, in all fairness, that we shall not find much talk or discourse in old books, unless we select our friends rather carefully. Samson Agonistes or Plato's dialogues will not in most circles furnish so lively a table conversation as *Gone With the Wind*. Yet new books are best read and appreciated against the background of the old. Sir James Jeans quotes frequently from *Alice in Wonderland*, and one of Robert Millikan's essays is entitled *Gulliver in Science Land*. Samuel Crothers has a collection of essays entitled *The Pardoner's Wallet*, and most of us have read *An American Doctor's Odyssey*. Black Ulysses is the hero of *Rainbow Round My Shoulder*. Chaucer spoke truly in *The Parlement of Foules*:

For out of olde felde, as men seith,
Cometh al this newe corn fro yere to yere;
And out of olde bokes, in good feith,
Cometh al this newe science that men lere.

Whether old or new, we should read a variety, and should not fall in the habit of following the line of least resistance, reading fiction exclusively. It is illuminating to compare in any public library the shabby, worn state of the fiction with the well-preserved state of poetry or essays. This diversification of reading should not make of it a burden. Even when we are reading to grow wise, we can read what really interests us. If a respectable author bores us, let's not pretend to enjoy him, nor make martyrs of ourselves. This advice has one proviso. If Dickens or Sophocles or Arnold or Shakespeare or Samuel Johnson or Virgil bores us, we must be very sure that our taste isn't either vitiated or weakened by shabby reading, that we aren't scaling our appreciation down to Little Abner or *The Forgotten Bride*. Samuel Johnson made it a practice never to finish a book that did

not interest him. That was a safe rule for a man who at seventy-three, when he was wakeful in the night, diverted himself by turning Hebrew into Greek or Latin verse.

How we read is to some extent decided by convenience. Often with people as busy as Meredith alumnae, reading has to be done in small snatches of time, ten minutes here, half an hour there. *Liberty* has at the top of each article or story the reading time in minutes and seconds. It is surprising to find how short a time it takes to read with sympathetic understanding a sonnet of Shakespeare, still less a quatrain of Emily Dickinson. One of Lamb's essays takes but little longer than a newspaper serial, and is equally good mental relaxation. Bacon takes no more time, but more concentration and mental alertness. So it is with a one-act play of Barrie and a dialogue of Plato. Little books can be carried around for pick-up reading; fat, ponderous volumes, beautifully illustrated, can be saved for armchair reading. It is an excellent plan to be reading more than one type of book at once—a novel, poetry, and essays, for instance.

Read discerningly enough to get the full flavor. It is one fault of too much reading of fiction that we tend to hurry on to find what happens in the story, and we carry that method over into other types of reading. Linger over especially beautiful passages; don't just gobble them up. Lamb, in "Grace Before Meat," suggests that other blessings of life, such as reading, are as deserving of a grace as is the partaking of food, and Winifred Kirkland carries further his idea in "Grace Before Books." She suggests a grace appropriate for Spenser, Shakespeare, and Milton, and ends with an especially beautiful prayer to be said before reading Elia himself. I doubt if many of us have in reality ever given thanks for books. Their very number and accessibility lead us to accept them carelessly.

In lives even so busy as yours, some of your reading time can be well spent in re-reading. That is a real test of a book. A clever style may blind us to triviality of idea on first reading; sentimentality may be mistaken for sentiment. I have to confess that as a small girl I thought *The Rosary* so good I started re-reading it, and then—! One of the many joys of my teaching, which offsets the stacks and stacks of themes and hours and hours of conferences is—not the opportunity only—but the necessity of reading over and over again great books, even though I am thereby necessarily denied the privilege of reading others equally great. One or two of Shakespeare's plays I have read at least thirty times, and each reading brings out new beauty and meaning or emphasizes the old. Imagine being forced to read *The Rosary* thirty times!

Like reading aloud and re-reading, reading a classic in a foreign language is another aid in getting the full flavor of what we read. Thus we can keep a bowing acquaintance with the languages we toiled over in college. Now that we are maturer, we can see them

more as literature and less as exercises in grammar and vocabulary. Dr. Grace Warren Landrum once spoke of how flattering to one's knowledge is reading the Bible in a foreign language. When I read Dante in the Temple edition, I can, with the support of my little Latin and less French and the English on the opposite page, almost persuade myself that I know Italian. The Loeb classics, with the same arrangement of the Latin or Greek on the page opposite the English, allows one to brush up one's knowledge of either language. The amount of effort is well repaid. Emerson once said he would no sooner think of reading in the original a piece of literature of which there existed an excellent translation than he would of walking through a country when he could go on horseback. If one really wants to know a country, its people, their habits, their ways of thinking; its trees, birds, and flowers; and the ins and outs of its little creeks and rivers, is not a trip afoot the ideal way? My stumbling translation would be worse than painful for you to read, but it means more to me than the polished phrases of the excellent translator. Moreover, it leads me to appreciate his excellent translation far more deeply than I otherwise could.

The person nearest approaching to the ideal use of leisure to grow wise of whom I know was not a Meredith graduate; she had never been to college at all. Since her graduation from a country high school she had worked in a Greek cafe in Charlotte. It was long before the days when the NRA or any limitation of working hours, and during the two years she had been there she had worked every day, including Sundays. One night just before closing time, she came to the public library, and leaned across the librarian's desk to explain what she wanted. The next day was her birthday, and the proprietor of the cafe was giving her the day as a holiday. She had thought and thought as to how she should spend her precious day, and she had decided to spend it reading a book. She had never, I am sure, read Emily Dickinson's poem, but she was an embodiment of its spirit.

He ate and drank the precious words,
His spirit grew robust;
He knew no more that he was poor,
Nor that his frame was dust.
He danced along the dingy days,
And this bequest of wings
Was but a book. What liberty
A loosened spirit brings!

I can make no better wish for the daughters of Meredith than that we shall be so wise.



The Portrait Medallion of Dr. Dixon-Carroll

An evidence that Meredith is growing up is the fact that we who belong to the college are becoming interested in its past and are beginning to do honor to those who have made it what it is. One who, by her character as well as her work, helped to make Meredith was Dr. Dixon-Carroll.

In conservative North Carolina of the 1890's it took courage and determination for a young woman to study medicine. Elizabeth Delia Dixon had those qualities, and with them high spirits, keen intelligence, and a forceful personality. She threw in her lot with the struggling new Baptist college, where she was a striking figure with her commanding physique, her classic profile and masses of red hair fashioned into a Grecian knot. In 1908 a student in the art department, Ethel Parrott (Mrs. Julian Hughes) modeled a portrait of her in bas-relief. This medallion delighted all who saw it with its beauty, and all Meredith girls for its true representation of the woman who gradually became an institution within the institution.

For Dr. Dixon-Carroll touched the life of all the college, from its beginning in 1899 until her death in 1934, with knowledge, skill and

counsel seasoned with abounding wit. And so when it was proposed to make the portrait available to all and with the profits from the plaster casts procure a bronze copy for the college, it was not even necessary to set up the usual committee to consider ways and means. The alumnae president, Helen Hilliard Leggett (Mrs. E. H.), and alumnae secretary, Mae Grimmer, proceeded to make the arrangements for a universally acclaimed project.

The memorial medallion is, therefore, a by-product of the memory of Dr. Dixon-Carroll which lives in the heart of every Meredith girl, and quite literally the by-product of a similar memorial that is in hundreds of our homes. It is, we hope, only the forerunner of a monument that will be as useful as the physician and the woman it will commemorate.

The medallion was presented on Founder's Day, 1936, by Mabel Claire Hoggard Maddrey (Mrs. C. G.). It has been placed in the south hall of the administration building with the following inscription written by Mary Lynch Johnson:

ELIZABETH DELIA DIXON CARROLL
BELOVED PHYSICIAN OF THE COLLEGE
FROM 1899 TO 1934

PRESENTED BY MEREDITH ALUMNAE IN WHOSE HEARTS
HER ENSHRINED MEMORY IS "A MONUMENT
MORE LASTING THAN BRONZE"

Campus Improvements

Time flies! It hardly seems possible that twelve years have passed since Meredith College was moved from the city block in the heart of Raleigh to the red clay fields just beyond the western boundary of that city. Since expenses of erecting new buildings and moving the college had gone beyond the amount designated for that purpose, nothing could be done immediately toward the improvement of the grounds at large. And thus it happened that the alumnae were aroused by the needs of campus improvements. What has been and is being done under the direction of the Association follows in as nearly a chronological order as memory can produce it.

The urge to do something constructive for Meredith found expression first in the Raleigh chapter. At the suggestion of Katiebet Morris Huggins (Mrs. M. A.), president of the chapter, a Calendar

Fund was started, which, if carried out according to plans, would have produced \$500 within twelve months. Because only \$100 was actually collected during the year, it remained in the treasury until Mary Norwood Vann (Mrs. J. G.) became president four years later, and was increased, from time to time, in other ways. The chapter then voted to replace in the Recreation Center, a chimney, which had been declared unsafe. The chimney, with cooking fireplace, was built under the direction of Janie Parker Dixon (Mrs. G. C.) in the spring of 1937, and its usefulness has long since proved its worth. A small remainder of the fund is waiting undisturbed for another such emergency.

The year 1927 marked the beginning of a tree-planting program. Virgie Egerton Simms (Mrs. R. N., Sr.) was chairman of the committee that started the campaign to buy trees to plant along the main entrance driveway, offering the alumnae the privilege of furnishing a tree at the cost of one dollar each. The sum was raised and one hundred and ten Japanese flowering cherry trees planted. Time and experience have proved that these are hardly suitable for our climate, and already the substitution of dogwood and redbud for the affected ones is being discussed. In order that the avenue may be kept uniform those remaining will be moved to garden sections of the campus as specimen trees.

During the sesquicentennial celebration of Washington's birthday, in response to the request sent to all organizations, a tree was planted with appropriate exercises at the right corner of the grove, directly across from the parlor doors. The tree, a fine specimen of white oak, from her own premises, was donated by Mrs. Simms.

For many years the Association has been asking its members who attend the Council in November or Founders' Day in February, to bring trees, plants or shrubs to be used in beautifying the campus areas near the college buildings. Another objective of this request is to develop a garden of living memorial, each plant growing therein to be permanently labeled with the donor's name, in order that those who come after may be reminded of Meredith's loyal daughters. Although hardly more than a start has been made, the project has met with widespread approval.

The only other planting that has been done by the Association was that of the Recreation Center and nearby places. The former, under the personal direction of Maude Davis Bunn (Mrs. J. W.), has developed from a thriving briar thicket into one of the most beautiful as well as useful corners of the campus. Around the borders, and at spaced intervals, plantings were made of evergreens, flowering shrubs and cedar trees—given by the alumnae. Benches of cement and two tables of the same were set up in convenient places for picnic affairs. Here it was, too, that the local chapter built the outdoor fireplace to which reference has already been made.

The alumnae were kept busy trying to raise funds to meet the purchasing needs of such projects. In 1931 the Coupon Drive started, netting \$500 the first year. Such a feeling of sudden riches made the Association bold to start things. It voted to divide this sum into three equal parts, one going to each of the emergency needs: The college debt, a student loan fund, and athletic equipment, including a swimming pool.

Work on athletic equipment started at once. Six tennis courts were laid off; two on the west side of the dormitories and four just north of these, across the spur track of the railroad.

The completed tennis courts gave rise to another need: construction of steps between the courts themselves and again between the dormitories and the courts. Again the alumnae came forward and furnished the necessary funds for these. Also, they presented the college with sixty stone benches, many being set up in the grove, some in the Recreation Center, the B.S.U. Garden, and a few at the entrances of the administration building.

And so things have been accomplished. Viewed from the vantage point of today, all that has been done seems good, and the hearts of alumnae are glad.

The Alumnae Seminar

The Meredith Alumnae Seminar traces its origin to a desire on the part of the old girls to return to Meredith as students. Often there had been Council meetings, class reunions and special programs which called them back, but not until the spring of 1938 had a group returned for the specific purpose of assuming once again the attitude and the position of the student and hearing once again the teachers whom they had enjoyed in previous years. When the idea of a seminar was presented to the Association in 1936, it met with widespread approval, and a committee was appointed to make the necessary arrangements for the first gathering of this sort. The questions of the type of program to be presented and the accommodations to be made were solved by this group composed of Margaret Wheeler Kelly (Mrs. H. N.), Lelia Higgs, Elizabeth Purnell Rand (Mrs. Wm. R.), Bernice Kelly Harris (Mrs. H. H.), Dr. Mary Lynch Johnson, and Dr. Mary Susan Steele.

The idea became a reality when on April eighth of last spring alumnae arrived at Meredith and registered as students in the first seminar. While only sixteen were accommodated in the dormitories, the number of "day students" swelled the actual attendance to approximately seventy during the two-day session.

At the request of the committee, the English Department and Miss Ida agreed to take charge of the first lecture series and an interesting program of four addresses was scheduled under their direction. The idea was that if the first seminar proved successful and the venture became an annual event, other departments would be called upon to deliver the lectures in subsequent meetings.

The two-day session opened on Friday evening when Miss Ida spoke to the alumnae-student group on her chosen subject, "Masaccio." In her characteristic way before a class which filled the faculty parlor, she sketched the life, accomplishments, and influences of this Renaissance artist.

The program was so arranged that the opening lecture was completed in time for the group to attend the piano recital given by Katharine Covington Lambeth (Mrs. J. E., Jr.) the same evening and later a reception in her honor given in the college parlors.

The session reopened Saturday morning with an address by Dr. Julia Harris. Although confined by an unexpected illness to her bed in the infirmary, she was determined to carry out her plans. She more than delighted her audience, assembled in the infirmary, with her lecture on "Hamlet, Philosopher-Prince."

At the chapel hour the visitors were officially received when Dr. Brewer expressed his cordial greetings and a program of special music was rendered by Mr. and Mrs. Edgar Alden, violinists.

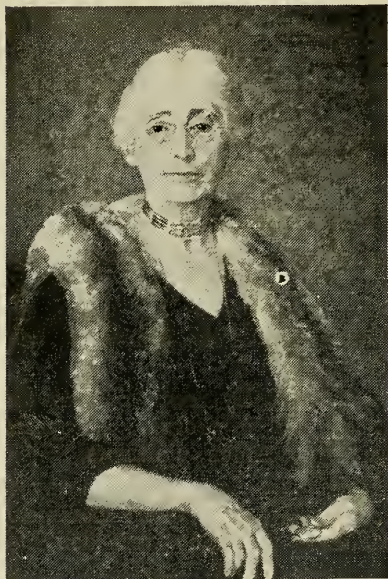
Miss Mary James Spruill spoke at eleven o'clock the same day on "The Discovery and Editing of Boswell's Manuscripts." Comments from those who heard her would indicate that they were delighted with both lecture and lecturer.

On Saturday afternoon the group enjoyed the final treat of the two-day program when Dr. Mary Lynch Johnson spoke on "The Nineteenth Century Poets and Old Age." The general opinion as expressed at the end of the series was that there had been no *best* class: each had shared equally in perfecting the whole.

Thus, the first Meredith Alumnae Seminar became a part of Meredith history, but those who attended the first and others who heard of it are already formulating plans for a second to be held this spring.

The Portrait of Miss Ida Poteat

It would be hard to say when or where the idea originated for the alumnae to present a portrait of Miss Ida to the college. It seems to have been spontaneous in many localities. The desire for the portrait was first expressed definitely enough to become purpose and action at commencement, May, 1935.



"That is one alumnae project I want to be the first one to contribute to," one alumna said. Others present coveted the same privilege. And so, immediately, even before the plan could be presented to the Association, the necessary fund was begun and was growing heartily.

At the Alumnae Council in November of that year, the plan was taken over by the Association. A committee, consisting of Ella Graves Thompson, '10, Catherine Moseley, '35, and Katharine Davis Ogburn (Mrs. T. L.), '34, was appointed to carry plans to completion. The committee placed the idea before the alumnae at once, and so eager and happy was the response

that all necessary funds were in hand before Miss Ida's birthday, December 15, of the same year. It is a pleasure to be able to report that a surplus of \$200 was turned over from the Portrait Fund to the Ida Poteat Loan Fund. This was particularly fitting since the Loan Fund is an alumnae project which has always had Miss Ida's wholehearted approval, whereas our desire for her portrait had only her acquiescence.

For the painting of this portrait one of our own alumnae was chosen, an artist of high rank, who for years has been Miss Poteat's associate in the art department at Meredith. Many of us felt that no one could do the portrait with more skill and understanding than Miss Mary Tillery.

The actual painting of the portrait was done under difficult circumstances. In addition to Miss Tillery's long confinement from injuries received in a serious automobile accident, it was a period of great anxiety and sorrow for Miss Poteat, who lost both her magnificent brothers during this time. If more of sadness appears on that sweet

face than we ordinarily associate with the changeless youth and beauty of Miss Ida's spirit, these circumstances may help to explain.

It was a great moment for the alumnae when the portrait was presented to the college at the close of graduating exercises Commencement of 1938. Anna Kitchin Josey (Mrs. R. C., Jr.) who presented the portrait, paid beautiful tribute to Miss Poteat and to other members of her family who have contributed largely to the life of Meredith. Anne Poteat, a great-niece of Miss Ida's, and president of the graduating class, unveiled the painting.

Nothing the Association has ever undertaken has been more truly an expression of love and appreciation than this portrait, for Miss Poteat's personality, her understanding and sympathy, and her faith in us, have meant more to us individually, and to our college as a whole, than can ever be estimated. In placing the portrait on our college walls we silently express our reverence for the "white flower of a blameless life" and the deep yearning of our hearts to serve our own day and generation with the same noble grace and beauty.

The Ida Poteat Loan Fund

The Ida Poteat Loan Fund, as its name indicates, is a living and growing memorial to our beloved Miss Ida and is, appropriately, intended primarily to help gifted juniors and seniors in the art department.

Now a popular project of the General Alumnae Association, the Fund, was originally the brain child of the Kinston chapter. Probably Lucy Sanders Hood (Mrs. J. C.), art student of '14, deserves more credit for its creation than any other one individual. The opening paragraph of a letter which Mrs. Hood sent out to alumnae on January 20, 1933, explains the beginnings:

"It is more than two years now since the urge came to some of the Meredith alumnae to prove in some manner to Miss Ida how much she means to us in the service of our Alma Mater. Last year just after the Founders' Day broadcast, the Kinston Alumnae Club decided to be the starter of an 'Ida Poteat Loan Fund' to be presented to Meredith at the 1933 Founders' Day celebration. This fund is to be used, for the most part, of course, for students of the art department where Miss Ida has come to mean so much to many of us. You know Miss Ida is one of the two remaining figures who welcomed the first girls who came hungering for what Meredith was founded for—to help them acquire a richer and fuller womanhood."

The presentation of the Ida Poteat Loan Fund on Founders' Day, 1933, was a great success. Messages that came with contributions were read during the broadcast and Miss Ida herself spoke briefly in appreciation. The General Alumnae Association gladly and enthusiastically accepted the project. Flossie Marshbanks and Cleone Cooper Mumford (Mrs. C. G.) were named as the first general alumnae committee, with Miss Marshbanks as chairman. They formulated the present regulations in regard to the Fund which were adopted at the alumnae meeting in 1935, and much of the success of the movement is due to their work. Mary Yarbrough, the present chairman, was appointed in 1937.

Although the Ida Poteat Loan Fund has not been stressed since the initial drive in 1933, it has been and is a popular project. Numerous alumnae, students, and some outsiders, have made contributions. Chapters, classes and individuals continue to send in occasional unsolicited gifts, so that the Fund is gradually growing all the time. So far every loan has been paid with interest when due and this, too, adds a little to the Fund. In September, 1938, there was \$745 on hand in addition to one outstanding note for \$100.

But the best part about the Loan Fund is the hearty approval of the honoree. It is in keeping with her unselfish character that she appreciates deeply a memorial that will be of continuing service, and particularly one that will help students gifted in her chosen field of art.

Alumnae News in *The Twig*

The alumnae news in *The Twig* has done more than any other one thing to keep the members of our Meredith family in touch with each other through the years. No matter how busy they are or how far away they live, Meredith girls are always glad to have such a messenger each month. One who lives almost across the continent wrote us once that she read it from cover to cover.

Each one is interested in knowing who is engaged or married, and who has a new baby. When *The Twig* brings sad news of bereavement in the Meredith family, it meets loving sympathy in the hearts of the readers. Those girls who are members of chapters look with pride on the record in *The Twig* of their accomplishments for Alma Mater, and sometimes are spurred to greater effort by the account of the work of a sister chapter. The alumnae who are so unfortunate as to live too far from other daughters of Meredith to belong to a chapter are glad to know that the good work goes on. Whether or not a girl is a member of a chapter she can be a member

of the Association and she can make *The Twig* more interesting by sending in to the alumnae office any news she may know about Meredith girls. Information about special projects, and about meetings of the Association is sent out to all the family through our paper.

For these regular accounts of the alumnae activities and these interesting bits of personal news we are indebted to Mac Grimmer who collects the material and edits the column each month. For this and countless other services, which we are too inclined to take for granted, every Meredith alumna owes her a vote of thanks.



The Meredith College Commemorative Plate

The Alumnae Association takes pleasure in announcing as its most recently completed project the preparation of plans for the Meredith College Commemorative Plate. These will be from hand-engraved copper plates on Queensware by Wedgwood. The firm of Josiah Wedgwood & Sons, Ltd., has produced for many leading col-

leges and universities similar commemorative sets which have met with universal approval.

The proposal that Meredith College should have such a plate was first made at the Alumnae Council meeting the fall of 1934, when Helen Hilliard Leggett (Mrs. E. H.) was president of the Association. A committee was appointed consisting of Mary Tillery, Lucy Sanders Hood (Mrs. J. C.) and Edyth Bagby Watson (Mrs. R. W.). At Commencement, 1935, a sketch designed by Mary Tillery was submitted. Since then revisions have been made until the present design (see cut) was adopted. Into the graceful border, which surrounds a reproduction of the present administration building, has been incorporated the Oak Leaf and the Acorn, both symbolic of Meredith; the Iris, which is the college flower; the college seal at the top of the plate, and five smaller college scenes. Alumnae who attended Meredith before 1926 will be glad to see that the memory of Old Meredith has been preserved in the scene at the bottom of the plate immediately opposite the seal.

The plates will be dinner service size, measuring about ten and one half inches, and will carry out the college colors. The first order will comprise what will be known as the "First Edition," and each plate will bear not only these words stamped on the reverse side, but also the autograph of Miss Ida Poteat. This stamp will greatly increase the heirloom value of the china in years to come, besides endearing it to the hearts of all who know and love Miss Ida.

Orders for the limited first edition are now being received. The plates may be had for \$1.50 a piece or \$18 for a set of twelve. It is hoped that enough orders will be received to make possible the first delivery by June, 1939.

The Alumnae Association takes pride in announcing this offer, by which every member will be able to secure at a reasonable price a permanent memento of Meredith College that is both artistic and useful. The distinctive design symbolizing the traditions of Meredith, added to the impeccable composition and craftsmanship which for centuries has been associated with the name Wedgwood, assures a pride of ownership that will increase with the passing of time.

The Swimming Pool

It was during the Alumnae Luncheon, June, 1934, that the "old girls" caught a vision of a great need at Meredith. The Freshman, Sophomore, Junior, and Senior classes at the college put on skits presenting the idea of a swimming pool. The alumnae were so impressed with the need, and with the fact that the students wanted

it so much, that in the fall of '35 at the Alumnae Council on Stunt Day, many enthusiastic speeches were made. The following committee was appointed to raise the funds, and build the pool: Marguerite Mason Wilkins (Mrs. R. B.) chairman; Undine Futrell Johnson (Mrs. W. M.), Ethel English, Arabella Gore, Doris Tillery, and Mary Lee. Later two of the executive committee of the Board of Trustees of the college were added: Dr. Z. M. Caviness and Mrs. J. W. Bunn.

This committee secured the approval and support of the trustees of the college. Then they started out with high hopes of raising the needed \$25,000 and building the swimming pool wing of a permanent gymnasium at Meredith, a brick structure which would contain the pool, the purifying system for the water, lockers, and dressing rooms complete. The hope was to do it by June of that year, or certainly in two years. They expected to raise \$5,000 by gifts from the alumnae and the rest from interested Baptists who could give large amounts.

Three years have passed and the need of a swimming pool has not been met; the alumnae dream of building this pool has not come true. The alumnae didn't give their \$5,000; neither did the interested Baptists who were approached by the committee, hand over their checks for thousands of dollars.

Approximately four thousand dollars—three thousand, nine hundred and seventy-four dollars and forty-seven cents, to be exact—has been raised by small gifts from students, faculty, and alumnae. The largest individual gift was \$100.

During the first year \$1,583.63 was raised, and the college annual, *Oak Leaves*, gave \$1,000, making a total of \$2,583.63. The second year brought a depression. Only \$217.12 came in that year. Interest was revived the third year, and two definite drives for funds were put on. The alumnae chapters were asked to bring gifts on Stunt Day. Then on Founders' Day birthday cards were sent to all alumnae, asking them to send a penny for each year of Alma Mater's usefulness, and one to grow on—forty cents. There was a fine response to both of these efforts, the amount raised the third year totaling \$895.37.

The fourth year of work for the swimming pool has begun. This year \$278.35 has already been received. Some are saying, "This is too big an undertaking for Meredith alumnae." Some are wishing they could work on some other needed building for Meredith. However, after much discussion at the Council meeting on November 5, the group present voted unanimously to support the swimming pool project, and to try to push the fund to \$10,000 by commencement. With that spirit of coöperation evident among the more than two thousand alumnae of Meredith, nothing is impossible! In fact, a dream can come true—yes, even the dream of a swimming pool for Meredith girls.

The Meredith Museum

"People will never look forward to their posterity who never look backward to their ancestors." To help preserve the traditions and memories of yesterdays and today for the tomorrows of our Alma Mater, the Alumnae Association has in mind plans for a museum that will be a credit to us, and to the college. The ultimate goal is a fireproof building, a replica of Thomas Meredith's beautiful home, which is situated just off the Western Boulevard, two or three miles from the college. Perhaps some individual interested in the college and in preserving the memory of Thomas Meredith's influence on higher education for women, will erect this building; or in the rosy day when our Association becomes financially strong, we may build the house of which we dream. But if we await the coming of the generous individual, or of financial power, some articles of very great value may be lost. We are planning to bespeak the hospitality of the college in granting us the use of a room in one of the fireproof buildings on the campus.

Into this borrowed room we shall assemble the gifts that Miss Ida has generously offered to donate when we are in a position to accept them, articles of beauty, of intrinsic value, of historical interest.

Mrs. Ada Ralls, of Florida, granddaughter of Thomas Meredith, is interested in the project, and has offered us some very valuable oil portraits of Thomas Meredith when we are prepared to take care of them. We hope it will not be long before Mrs. Ralls pays the long-promised visit to the college and sees the beginnings of the museum.

The class dolls need a home in the glass houses the classes have promised to provide, for then the dolls will not only add personal interest for returning alumnae but also will constitute an interesting record of style changes.

There are many other articles of historical interest which should find a place in the Meredith Museum—annuals and other publications, class scrap books, historical papers, old pictures. For example, one alumna is using as a fireplace screen an interesting picture of the Baptist Female University as it was first planned, which she will give if the idea of a museum materializes. We appeal to all alumnae to search out any really valuable relics they may have, and to submit them to the Association to determine if they are worthy of a place in the museum.

Let us begin now in earnest to perpetuate the physical aids which will help future college generations to look backward to their ancestors with pleasure and profit.

Who, Where, and What Among the 1939 Reunion Classes

1902.

Virginia Grayson lives at Rutherfordton. After teaching music at various colleges, she abandoned this profession to go into the business world. At present she has her own office and is busy with insurance and real estate.

Margery Kesler (Mrs. J. C. Thomson) of Route 4, Statesville, sends greetings to the class of 1902. Much of her time is spent on the farm where she was born, amid the dearness of things long remembered and the charm of the ever new.

Sophie Lanneau is at Shanghai University, Shanghai, China. Mrs. Hannah L. Holding, of Wake Forest, writes of her: "My sister, Sophie, went as a missionary to Soochow, China, in the fall of 1907. She founded a girls' school called Wei Ling Girls' Academy which has grown through the years. Since the Japanese invasion of July, 1937, the school has been closed but not destroyed. It was reopened this fall, 1938, in Shanghai, being consolidated with the two other schools. The Japanese would not permit work to be resumed in Soochow. She has been teaching English in Shanghai University since February, 1938, and is now also teaching in these consolidated schools. Life is strenuous, but full of both interesting and distressing events."

Rosa Paschal is at Anderson College, Anderson, S. C., professor of mathematics. In the summer she conducts European tours. According to her notation her chief recreations are talking with friends and reading, and her favorite type of literature is biography.

Mary Perry (Mrs. C. A. Beddingfield) lives at Millbrook and keeps house. Her family includes three daughters who are Meredith alumnae, two sons-in-law, and a ten-year-old granddaughter, Carol Carson.

1903.

Maude Burke (Mrs. C. K. Dozier) is living now on the campus of Seinan Gakuin, Fukuoka, Japan. Foy Johnson Farmer writes of her: "She teaches in the Southern Baptist College for men (Seinan Gakuin), is active in Japanese W.M.U. work, and in the work of the Girls' School in Kokura, of which she is a trustee. Her mother lives with her. Helen, her daughter, now Mrs. Timothy Pietsch, lives next door. Her son and his wife are studying in Louisville while they are on furlough."

1904.

Carrie Booker, 1111 Virginia Avenue, N.E., Atlanta, Georgia, is doing administrative work in the junior high branch of child education.

Laura Cox says that she has exchanged states with Mae Grimmer, even though she is a Tar Heel at heart. She is living in the thriving little town of Chase City, Virginia, and calls attention to the fact that she is still using the special rocking chair she used in 1904. Now it is on the porch where she can be comfortable in the supervision of the games of her little great-niece.

Isabel Gulley is professor of Latin in Tennessee College, Murfreesboro, Tenn.

Margaret Lewis is teaching mathematics in the Senior High School of Petersburg, Virginia. She is planning to attend the next Meredith commencement.

1914.

Louise Bennett (Mrs. C. H. Satterwhite) lives in Sebring, Florida. "I still have the same husband that I started out with twenty-three years ago. And during those years I've acquired three boys—one already a graduate of the University of Florida—two girls and two dogs, Nibs and Nubs, who are the most pampered members of the family! Do come down to see us! Florida is more fascinating than all the ads can make it, and we live in the loveliest town in the state!"

Eunice Benton of Talbotton, Georgia, says that because of long residence in Georgia she supposes everyone has a right to call her a Georgia Cracker, although she's a Tar Heel at heart. Her daughter, Sarah, is at Bessie Tift College, and her son, Frank, Jr., is at Mercer University. She is teaching English and Latin in the high school at her home.

Nora Page Eddins whose address is Route 2, New London, writes that she is doing the same thing that she's done since her graduation—teaching in the Stanly County schools. She lives with her mother in Palmerville.

Mary Elliott (Mrs. C. W. Mitchell, Jr.) of 2403 Rosewood Avenue, Richmond, Virginia, says that she is the average American housewife, still in love with her husband. Her daughter, Margaret, got married immediately upon receiving her degree from Westhampton in 1937, and her son, Billy, is in one of the grammar schools of Richmond.

Minnie Farrior still lives in Raleigh, but now almost next door to the college. She works with the Adult Education Program as supervisor in Raleigh and Wake County.

Louise Futrell says: "I am running an institution for the advancement of education in Winston-Salem. Summit School is owned and operated by me acting in the capacity of anything from headmistress to janitress. We have around seventy pupils who are engaged in the pursuit of the three R's, music, art, etc. It requires six whole-time teachers, one part-time French and physical education teacher, with a principal to impart wisdom to these streamlined young Americans."

Lina Gough is Assistant County Tax Supervisor in Robeson County, and still lives in Lumberton, her old home town.

Mae Grimmer is rounding out her tenth consecutive year at Meredith as Alumnae Secretary.

Margaret Gulley (Mrs. Augustus Bonaud), of Wilmington, says: "I just cook and clean house, buy groceries—and divide my time and affections about equally between an extra nice husband and a small, dearly beloved gray alley cat!"

Kate Johnson (Mrs. Benjamin Parham), of Oxford, writes: "'My day' is just as absorbing to me as Mrs. Roosevelt's is to her, even if somewhat more limited in scope. But since Ben is not the president, and it seems possible that he may never be, I hardly think an account of my doings would intrigue anybody else. If, however, anyone in the audience is hard of hearing, she, at least, will note with interest my greatest present thrill—a new electric hearing aid. When I put on my little ear button I feel once more as if I am in the know, but unless you've been out of the know for some time, you don't get what that means."

Kate Jones (Mrs. Herbert Taylor) says: "For the first few years after leaving Meredith I taught school. In 1919 I married and have been living in Dunn, making a home since. I have two daughters, one at Meredith, Emma Ann, a sophomore in Public School Music; and the second, twelve years old, in the seventh grade at home. I have found time to supply in our local schools some of the years and am a member of the school board. This year I am State President of the American Legion Auxiliary and am expecting this to take all my spare time."

Katherine Knowles (Mrs. W. E. Lewis), of Mount Olive, is a busy mother these days with a son in pharmacy school at Carolina, another son, a senior in high school, and a young daughter in grammar school.

Anne McKaughan (Mrs. Charles Farrell) writes: "I live in Greensboro with my husband and three boys, Charles, Peter, and Roger. Charles is sixteen; Peter, fourteen; Roger nine. In addition to keeping an eye on the family, I try to hold down a job at our place of business, The Art Shop. My boys are addicted to hobbies. Charles plays the piano and viola, collects books and musical records. Peter also plays the piano, but likes the cello better. He likes athletics and photography. Roger is interested in locks and keys, mathematics, games such as monopoly, and white rats. Even the evidence of such a large family of almost grown boys makes it hard to realize that 1914 is twenty-five years in the past!"

Callie Perry (Mrs. H. C. Newbold), of Elizabeth City, says that even though her career is not a brilliant one, there is never a dull moment. She keeps house for her family consisting of her husband, a sixteen-year-old son, a ten-year-old daughter, and a nine-year-old

son. She finds her days too short to squeeze in all the church, P.T.A. and Club Demonstration work with which she is associated.

Lucy Sanders (Mrs. John C. Hood), of Kinston, is busy keeping growing-up children in clothes of sufficient breadth rather than length since fashion decrees free knee action for girls. Five daughters (Anne was married in October), one son, and her husband leave her little time to ride her hobby, art.

Alma Stone (Mrs. M. L. Skaggs) is a librarian, in charge of periodicals and exchanges in the University of North Carolina Library at Chapel Hill. She is in *Who's Who in Library Service*, and is a member of the A.L.A., N.C.L.A., and A.A.U.W. In 1936 she edited for the A.L.A. *Serials Currently Received in Southern Libraries*. She is president of the Chapel Hill alumnae chapter.

Cora Tyner (Mrs. R. L. Pitman) lives in Barnesville in the winter and Black Mountain in the summer. Among her duties is keeping house for her husband and two children—Betty Joe, ten, and Martha, six.

Lilian Wilkinson (Mrs. W. B. Boschen), of Freehold, New Jersey, says: "I have nothing startling to write about my life except I've just celebrated my twenty-fifth wedding anniversary with the same husband who was sending me red roses when the class of 1914 was the class. I still enjoy my "O'Cro'Coc' Antique Shop."

1919.

Lena Bullard has lived in Greensboro since 1924. For eleven years she taught in senior high, ten of which she was head of the science department. In 1935 she went with the Farm Security Administration as County Home Management Supervisor, working two counties, Randolph and Guilford, with Greensboro as headquarters.

French Haynes is head of the Department of English Literature at Coker College, Hartsville, S. C., where she has been for the past two years. She was Dean of Women and English professor at Howard College, Birmingham, Alabama, for twelve years; Dean of Women and English professor at Elon College for two years prior to her present position. She regrets she has no picture of her eighty children!

Celia Herring (Mrs. Gordon Middleton) lives at 2830 Barmettler Street, Raleigh; has two boys—seventeen and eight; three girls—fifteen, twelve, and six. These are her "job," the best and most exacting in the world, she claims. Besides this she finds it great joy to do as much church work as possible. "I do hope to see every member of good old 'nineteen' at commencement."

Ella Johnson (Mrs. W. D. Webb) writes: "I am still following my tobacco man husband around. We will be in Wilson this year. My children are practically grown—one girl and two boys. I'm sorry I haven't a picture to send, so you'll have to take my word for it. We are, indeed, a handsome family."

Avarie Martin (Mrs. L. W. Teague) lives at present in Granite Falls but after Christmas will be in Tallahassee, Florida. She is rearing a family of five daughters and two sons, ranging in age from seventeen months to fifteen years.

Nona Moore (Mrs. Oren E. Roberts), of Mars Hill, was married in 1923; has one child, David Moore, thirteen years old. She has attended summer schools of Columbia, University of Michigan, and University of Illinois. In 1932 she received her M.A. in French from George Peabody College for Teachers and has been teaching in Mars Hill College since her graduation from Meredith.

Katie Murray is living in Chengchow, Honan, China, serving as a missionary. Her sister, Ruth, writes that even though war conditions have been very bad at times, she has been able to remain at her station.

Isabelle Poteat (Mrs. Arnold Turner), of Jackson, Mississippi, writes: "My three children: Arnold, Jr., is sixteen and is away at Webb School, Bell Buckle, Tenn.; Melissa is fourteen, in the ninth grade; Ed. Poteat is nine, in the fourth grade. I keep up my music; study voice part of each year; give programs for women's clubs, etc., over the state; teach music at a kindergarten here three times a week; belong to an art as well as a music club; have an old glass collection which is quite famous and which many out-of-town people come to see—got it mostly from the Negroes of the deep South; old china, too—and all my household effects are antiques. Also I've done a little spasmodic writing, having had a few articles published in local papers, and some poetry in the Mississippi anthology."

1920.

Mary Ida Butler lives at Bladenboro and leads a very busy life as housewife and mother. She has five children, four boys and one girl, who take up most of her time.

Mattie Gunter (Mrs. M. G. Riggsbee) is still living in her home town, Sanford; is teaching the seventh grade; has one son, Billy.

Jessica Jenkins (Mrs. H. M. Owens) is in Avondale, living next door to her girlhood home. She is a busy mother of three young sons—one a senior in high school, one in the seventh grade, and the youngest in the fifth grade. Besides training at home she does substitute teaching and enjoys it.

Thelma Lee (Mrs. A. Y. Cottrell) lives in the lovely mountain town of Lenoir with her husband and five-year-old daughter, Ernestine. She claims she has the usual small-town interests—church activities, clubs, friends, and sports. She plays golf, attends local baseball games, and sees as many football games as her time and pocket-book will allow.

Marguerite Maddrey is rounding out her fourth year as post-mistress in home town of Seaboard. She has had teaching experiences at Littleton, Lillington, Rockingham, and Weldon.

Jessie Stillwell (Mrs. J. E. Latta) is teaching Latin for the eleventh consecutive year in the Hillsboro High School. Her daughter, Madeline, will graduate from high school next spring. She has one hundred and ten pupils in her Latin department this year—a little unusual for this subject, she claims.

Eugenia Thomas (Mrs. J. Paul Davenport) is living at Pactolus. Her little daughter, Lelia, along with other activities, leaves her without a minute to spare. Her teaching experience includes one year at Meredith in Mrs. Ferrell's children's department; three years of Public School Music in Scotland Neck; and from 1924 until her marriage in the high school at Greenville and E.C.T.C. Also she has done two years of graduate study in music in New York City. She has answered in the affirmative the question asked her in the *Oak Leaves*, "Will I direct an orchestra in a home?"

Fannie Turlington (Mrs. J. Sebron Royal) lives in Clinton. She spends her time keeping house, attending church and civic organizations, and growing flowers. She has no children but says, "If any member of the class of 1920 has too many, I bid for one!"

1921.

Cornelia Ayers is teaching social science in the Asheboro High School.

Mildred Beasley (Mrs. Henry L. Stevens, Jr.), of Warsaw, claims she has been doing the usual things; has been for the past four years a member of the Warsaw District School Committee, and was recently elected District Director of the Daughters of the Confederacy. Her son, Henry L. III, was the first child born to a member of the class of '21, and recently was presented with the Bronze Palm, an award for Eagle Scouts for advanced scouting.

Jeanette Biggs is Associate Professor of Nutrition, School of Home Economics, University of Tennessee, Knoxville, Tennessee.

Inez Boyd (Mrs. J. R. Ellen), of Route 2, Battleboro, writes that most of her time is spent trying to make a happy and comfortable home for her father, husband, and three children, and she is taking an active part in church and community club activities.

Elizabeth Cullom (Mrs. Fant Kelly), of 315 W. Ray St., High Point, is teaching the sixth grade in one of the city schools. She says that she has two platinum blonde girls—one nine, and one five.

Mary Floyd (Mrs. W. L. Ingram), of Lilesville, has two children—William, fourteen; and Margaret, five. Her time is occupied chiefly in caring for her family and in helping with church activities.

Lillian Franklin (Mrs. B. C. Thomasson) still lives in her home town, Bryson City; has one child, a daughter, ten years old; is teaching in the high school, and has been doing graduate work for the past two summers at the University of North Carolina.

Mary Martin Johnson (Mrs. Owens Hand Browne) lives at Pembroke where her husband is teaching mathematics and science at the

Cherokee Indian State Normal School. She enjoys particularly her many and varied religious activities among the Indians. Besides, she keeps house and takes care of her two children, Mary Anne, seven; and Susan, two.

Christine Judd (Mrs. D. H. Hall, Jr.), of 1105 Cedrow Avenue, High Point, says, "Listed by the U. S. Government census as having no occupation, a mere 'housewife,' nevertheless, I rise to declare that I'm in the only business that was speeded up by the depression. More to do with less to do it with is certainly good exercise, including brain work. I do quite a bit of church work, besides teaching a Sunday school class; belong to the A.A.U.W., and the local Meredith Alumnae chapter; am vice chairman of my precinct Democratic Executive Committee. (Could this be the fruit of that never-to-be-forgotten course in physiology under Dr. Delia Dixon-Carroll?)

Lucile Kelly (Mrs. Joe R. Best) says that she's just keeping house and bringing up her two children—Lucile Kelly, eight, and Jejo, three.

Mattie Macon Norman (Mrs. P. E. White) is located in the city of Kweiteh, Honan Province, China. Her mother writes: "She and Mr. White are happy in their mission work. Their city was taken by the Japs May 29, but the lives of our missionaries were safe. Latest news letter written September 22 was received October 23."

Coralie Parker whose address is American Association of University Women's Clubhouse, 1634 Eye St., N.W., Washington, D. C., is doing editorial work with the government in the new Archives Building. She received both her M.A. and Ph.D. degrees from Columbia University.

Ella Janet Pierce writes: "Since graduation at Meredith in the class of 1921, I have pursued study in the Southern Baptist Theological Seminary, Louisville, Kentucky; at Cornell University, where I received both the M.A. and Ph.D. degrees, and at Harvard University for special research. This has been done in connection with my teaching in the Department of English at Mars Hill College, Mars Hill."

Margaret Pope (Mrs. Robert McIntyre) lives in Lumberton; has two children—Robert, Jr., twelve, and Sara, five; and her husband is the next senator from Robeson County.

Lulie Reynolds is still living in Raleigh and enjoying her family and friends.

Mary Edith Sullivan (Mrs. W. O. Kelly) lives in Reidsville; has two children—Gordon, a husky, noisy eleven-year-old, and Alice, a busy little twenty-months. In the mornings she is mindful of formulas, and in the evenings conscious of the three R's.

1922.

Juanita Arnette (Mrs. W. E. Matthews), of Laurinburg, is planning to enter Meredith again in 1940 and stay until 1960 through

her three daughters—Annie May, fifteen; Melisa, six, and Jane Arnette, eight months. She has plenty to do but urges any of her friends or classmates to look her up when down her way, for she's glad to see people from her past.

Mary Lily Blalock (Mrs. Philip Eames) is living in Lexington and her two children—Philip, ten, and Betty Ann, two—keep her on the jump. But she says she's very interested.

Ann Eliza Brewer is beginning her eighth term at Brenau College, Gainesville, Georgia, and is convinced that teaching is the most thrilling work to be found. Since 1922 she has spent three years in study and the rest in teaching. Her greatest regret is that commencement there and at Meredith comes at exactly the same time, so she misses seeing her friends at the alumnae meeting.

Beth Carroll (Mrs. Cooper E. Taylor) now of Charlotte, writes: "I lead the routine life of a fat married mamma, scurrying to get to school on time in the morning and filling the days with church work, Woman's Club, Parent-Teacher, and the Meredith Club, of course."

Ruth Couch (Mrs. LeRoy Allen), of Roylen Wood, Raleigh, says, "Life gets more interesting every year and that is saying a lot for the days have never been long enough to suit me. After I raised my family I started to school again myself and got an M.A. from Duke. It took me three years to recuperate from that and now I'm at it again, this time taking two classes at Duke and teaching two at Meredith. Last summer I spent seven weeks in Germany and came home so enthusiastic about it that I want to refute all the adverse criticism I hear of the German people."

Bee Nye (Mrs. Ben Suttle) is living in Shelby; her two "Meredith prospects" are both boys—Ben, Jr., in high school, and Bobby in third grade. She teaches in Graham School and sings at church and various clubs and civic organizations, and she joins in the feeling that she is busier than a "bee" every day.

Edna Wallace (Mrs. L. B. Fort), of Fork, S. C., is busy taking care of her husband and four-year-old daughter, and doing church and community work.

1923.

Louise Bowden (Mrs. S. A. Bowden), of Route 1, Durham, is principal of Murphy School, Orange County. She has one child, Penina, eight.

Joscelyn Cox (Mrs. J. W. Spencer), of 3627 Ridgeside Road, Chattanooga, Tenn., has three sons—George Edward, nine, Charles Bruce, seven, and Lyman Dale, one month. She is organist at the Pilgrim Congregational Church; has a large class of private piano pupils, and will soon resume teaching primary grades in McIntire Private School.

Nell Deans (Mrs. Alvin J. Eley), of Ahoskie, says, "I live the usual life of a small-town woman. You know what it means to attend church meetings, Woman's Club meetings, social clubs and at the same time run a household for a husband and a five-year-old daughter."

Elizabeth Kendrick (Mrs. Charles D. Faucette) is living in Durham. She has two daughters—Betty Kendrick, seven, and Jane Weatherspoon, two.

Lois Kendrick (Mrs. S. R. McClurd) writes: "We came to Washington (412 Cathedral Mansion Center, 3000 Connecticut Avenue) four years ago from Charlotte. My husband is a senior attorney in the office of the Chief Counsel, Bureau of Internal Revenue. My seven-year-old son, Sam, is in the third grade of the National Cathedral School. His care has been my career. We live across the street from the National Zoological Park, where he has many animal friends, so they always have a share in his kodak pictures."

Elizabeth Knight (Mrs. I. Lewis Langley) lives in Lynchburg, Virginia. She has four children—Burton, two; John, six; Betty Knight, eight; Lewis, Jr., ten.

Ruth Liverman, 624 West Olney Road, Norfolk, Virginia, is principal of the Meadowbrook School, Norfolk; Instructor in Adult Education, Division of Extension of the College of William and Mary; is pioneering in audio-visual aids in elementary education; has done summer study at the Phipps Clinic of the Johns Hopkins Hospital in Mental Hygiene in elementary education, and Columbia University in audio-visual education; is a contributor to the magazine *The Educational Screen*.

Louie Mays lives at home, 315 Webster Avenue, Portsmouth, Virginia; is teaching English in Woodrow Wilson High School. Professionally, "I'm a member of Delta Kappa Gamma. Socially, I'm taking the motto: 'Out of a rut—into a strut.'"

Phyllis Mays (Mrs. Maurice Nottingham) lives at Exmore, Virginia, a small town on the Eastern Shore. Her husband is a bank cashier. Phyllis Nottingham, six, began her formal public schooling this fall. Maurice, Jr., is three.

Erma Moore (Mrs. J. Royden Adams), of 1358 Westmoreland Avenue, Norfolk, Virginia, is keeping her fingers crossed so as to be sure to be able to attend her class reunion next commencement. Her days are full with keeping house for her husband and ten-year-old daughter, Barbee Mewshaw, and doing club and church work.

Daphne Owens (Mrs. L. P. Yelverton), of Fountain, is likewise a busy housekeeper for her husband and two children.

Fannie Paul (Mrs. Donald Malpass), of Merchantville, New Jersey, says: "I stay pretty busy keeping house and looking after my husband, my two-year-old son, and my dog. Occasional sessions of chamber music (my husband plays 'cello and we have a friend

who is a good violinist) keep me from completely going to seed musically. For recreation, in summer we sail a great deal, and in the winter, being lucky enough to be near Philadelphia, we sometimes go to the theatre, and to concerts."

Clarice Tuttle (Mrs. Guy L. Whicker), of Kannapolis, has two children—Gaines Lorraine, six, and June Elaine, five—is a graduate nurse of Baptist Hospital at Winston-Salem. Her present activities are: President of Cabarrus County Hospital Auxiliary; Woman's Club, Red Cross, and P.T.A. work; assistant to her husband, who is a physician.

Bernice J. White is teaching in the home economics and art departments of Greensboro College, Greensboro, and enjoys work and life on the campus. Last summer with the aid of students, she operated the Black Mountain Inn at Black Mountain and found it a great venture and a most satisfactory experience.

Margaret E. Wyatt is at the New York Hospital where she trained and has been since her graduation from the School of Nursing in 1927. She is now the instructor in Nursing Arts.

1929.

Louise Ange (Mrs. Vernon White) is teaching the third grade in the Aurelian Springs School near Littleton.

Nell Barker is secretary to the Bursar and Treasurer of Meredith College. Before taking this position in 1937, she taught in Sylva and Garner. She says "I am unattached, foot-loose and fancy-free, and having a rip-snorting time on the run."

Lydia Beavers is teaching the sixth grade in the Mills Home School at Thomasville.

Shellie Bennett (Mrs. Waldo J. Jackson), of War, West Virginia, is a Baptist minister's wife, and has one son, Charles Edward, four.

Iva Carroll (Mrs. D. M. Clemmons), of Selma, is busy trying to perform the many duties of a pastor's wife. She takes an active part in church activities; is church organist, and also is interested in civic affairs. She has one child, Ruth Elaine.

Katherine Carter (Mrs. Harvey Conklin Tucker) lives at 189 Edgar St., Woodbridge, N. J. Although she has wandered far away she hopes to see classmates and friends in New York City or at the World's Fair next year! Her little daughter, Margaret Anne, will have to be introduced to the South all over again, she fears.

Louise Craven (Mrs. Harvey Godwin) lives at Blue Mountain, Miss., and has one child, Miranda Phipps, two.

Miriam Daughtry is instructor in Obstetrics in the Philadelphia Lying-In Hospital, a branch of the Pennsylvania Hospital, founded in 1751.

Marion Fiske is teaching English and history at Chowan High School, Edenton.

Pauline Goodwin (Mrs. H. H. Jobe) is living in Raleigh, and has one little girl, Mary Anne, four.

Edith Rowe Grady (Mrs. Joseph Little Auten) moves about since her husband is an abstractor with the U. S. Forest Service. She is now living in Robbinsville, and has one child, Elizabeth Rowe—"Betsy."

Jane Greene received her A.B. in Library Science from Emory University in the spring of 1930. Since then she has been a member of the staff of Duke University Library.

Annie Sue Holland is now with the County Welfare Department in Winston-Salem.

Evelyn Jolley whose address is 1217 N. Calvert St., Baltimore, Md., has given up the teaching profession to become a government clerk.

Hallie M. Jones of Wingate is doing office work in the branch office of the Goodyear Tire and Rubber Company in Charlotte.

Margaret Jones (Mrs. L. S. Bullock), of Goldsboro, writes: "Although I am not teaching, I find my time completely taken serving in the capacity of financial secretary for the Eastern Carolina Symphonic Choral Association, of which my husband is president. Besides Goldsboro, this work takes us into the towns of Greenville, Snow Hill, Winterville, Ayden, and Farmville."

Hesta Kitchin (Mrs. J. R. Crawford, Jr.) is living in Salisbury and says that her little son, John Robert III, is her full-time job.

Nell McCullen (Mrs. L. T. Faulkner) lives in Wilson, and has two children—a girl, four; and a boy, two.

Thelma Martin (Mrs. Ernest Frazier) of Stonehurst Court Apts., Upper Darby, Pa., is busy rearing two boys, one five, and the other one.

Sarah Mewborn (Mrs. Geo. W. Edwards), of Snow Hill, is very active in the Woman's Club and other organizations. She is now serving for the fourth year as County Chairman of the American Red Cross.

Maisie Patterson is teaching the sixth grade in Chapel Hill Elementary School.

Eunice Rushing is teaching the seventh grade in the elementary school at Draper.

Frances Scarborough is teaching the sixth grade in the public school at Siler City.

Julia Scarborough is doing stenographic work in the Income Tax Unit of the Bureau of Internal Revenue, Washington, D. C.

Mabel Smith is teaching the fifth grade in the Morganton public school.

Loretta Seawell lives in Rockingham and is teaching.

Martha Sherwood is teaching art and arithmetic in the city school system of Erwin, Tennessee. Also she is director of Holston Asso-

ciational Baptist Training Union, and director of plays and pageants in the First Baptist Church.

Ruth Williams (Mrs. Colon Scarborough), of Raeford, does a great deal of club work, serving now as chairman of the Educational Club. She has one child, Mary Lillian, five months old.

Thelma Tadlock (Mrs. L. P. Beck) teaches the seventh grade in the Badin public school. She directs the church choir, teaches a Sunday school class, and takes care of her two sons—James Lee, five; and George, three.

Margaret Teague (Mrs. Frank Y. Benbow), of Newland, teaches the fourth grade, and also takes a great interest in the Silver Fox Ranch which she and her husband own.

Vivian Lee Teague (Mrs. Richard M. Sink) is teaching the fourth grade at Mills Home, Thomasville.

Lucile Walker (Mrs. Herman Strayhorn), of Hillsboro, is keeping house and enjoying her two children—Carolyn Louise, three, and Vivian Marie, eighteen months.

Eva Woodall for the past nine years has held a position in the library at Duke University.

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Ruth Abernethy is doing social case work with the Wake County Welfare office and lives at home.

Margaret Andrews is teaching a preparatory class in the North Carolina School for the Deaf at Morganton.

Mary Alice Batson is teaching English and civics, and coaching dramatics at the high school in Holly Springs.

Flora Kate Bethea is at Mount Pleasant Academy teaching the fifth grade in the quaint little town of Mount Pleasant, S. C., situated just across the Cooper River from Charleston.

Margaret Bullard of Raleigh is doing secretarial work in the trust department of the Security National Bank.

Effie Raye Calhoun (Mrs. W. E. Bateman, Jr.) is nurturing her love for art by painting when her private art class and housekeeping don't consume all her time. She lives at Washington, N. C.

Mary Fort Carroll is teaching French and economics, and coaching basketball in the high school at Micro.

Grace Neal Cashwell is at Parkton teaching history and French in the high school there.

Edlee Cates lives in her home town, Burlington, and is employed as secretary to the president of the Baker-Cammack Hosiery Mills.

Lucile Cates is taking a course in secretarial science at King's Business College, Greensboro.

Kate Covington (Mrs. Harry Weede) lives at Scotland Neck, is keeping house, teaching English, and assisting with the school magazine and dramatics in the local high school.

Isla Mae Coward is a case worker in the Caswell County Welfare Department with headquarters at Yanceyville.

Ruth Laugherty is studying at the Clarke School for the Deaf, Northampton, Mass. She is having an interesting time studying with nine other students from various parts of the United States, Canada and South America.

Pinkie Davis is teaching at the Summit School, a private school in Winston-Salem, and also has charge of the sports and recreational program.

Edna Frances Dawkins has been working at Meredith since June 1, 1937, as secretary to the Dean of Women when school is in session, and helping in Dr. Brewer's office in the summertime.

Eleanor Edwards is at Cleveland and says, "In exchange for dangling participles and *il n'ya pas de quoi*, I receive dahlias, opossums and pears. It's an in com'pear'able life."

Martha Mae Glazener is teaching history at the Wakelon High School in Zebulon during the regular school session; working on her master's degree in the summer, and between times going to her home in Chillicothe, Ohio.

Helen Hilliard is teaching at the Summit School in Winston-Salem.

Edna Louise Holland is at Randleman teaching the fourth grade in the public school.

Elizabeth Johnson is teaching home economics in the high school at Smithfield.

Natalie Johnson has a secretarial position with the Atlantic and North Carolina Railway in Morehead City.

Marjorie Jordan whose address is Chalybeate Springs is teaching at the Lafayette School in Harnett County.

Margaret Kramer at Meredith is instructor of chemistry and biology, and, also, is working on her M.A. at State College.

Rose Lee is teaching American history and Georgia history to junior high school boys and girls in Marietta, Georgia. She received the degree of Master of Education from Temple University in Philadelphia in June.

Margery McKaughan is doing social case work for the Randolph County Welfare Department with headquarters at Asheboro.

Corine Manly is working with the Forsyth County Welfare Department in Winston-Salem.

Katherine Martin is librarian in Southern Pines. She studied library science at the University of North Carolina last year.

Martha Messenger, 2078 Waterman Ave., San Bernardino, California, is Activities Secretary at the local Y.W.C.A., having risen rapidly from the ranks of a volunteer worker as teacher of swimming, and later as health education director. Her present position calls for work with girls' clubs among other activities. She is a pledge to Delta Theta Chi, a national sorority.

Ruby Pearson is teaching vocational home economics in Fair Grove High School at Thomasville.

Peggy Perry is for the second year teaching the first grade in the Scotland Neck public school. She spent last summer traveling in Europe.

Florence Pittman, whose address is Riley Hospital, Dietary Department, Indianapolis, Indiana, is at the Medical Center of the University of Indiana taking a student internship in dietetics.

Frances Pittman is at Elizabeth City teaching at Central High School there.

Dorothy Prevost is doing clerical work in the Motor Vehicle Bureau of the State Department of Revenue in Raleigh.

Ada Lee Rivers is teaching the third grade in the Davis-Townsend School out from Lexington.

Mary Florence Sawyer is at Stokes teaching home economics in the high school.

Zita Sawyer is in Norfolk, Virginia, taking an executive secretarial course at Norfolk Business College.

Lucille Shearon is located in Burgaw teaching home economics in the high school.

Clarice Swain is teaching the fifth grade in the public school at Shallotte.

Addie Belle Wilson (Mrs. R. E. Rettew) lives in an apartment in the Bronx, New York City. At odd chances and on week-ends she does as much sightseeing as possible, spending much time in the Metropolitan Art Museum, the Whitney Museum of Art and the Frick Home and Art Collection.



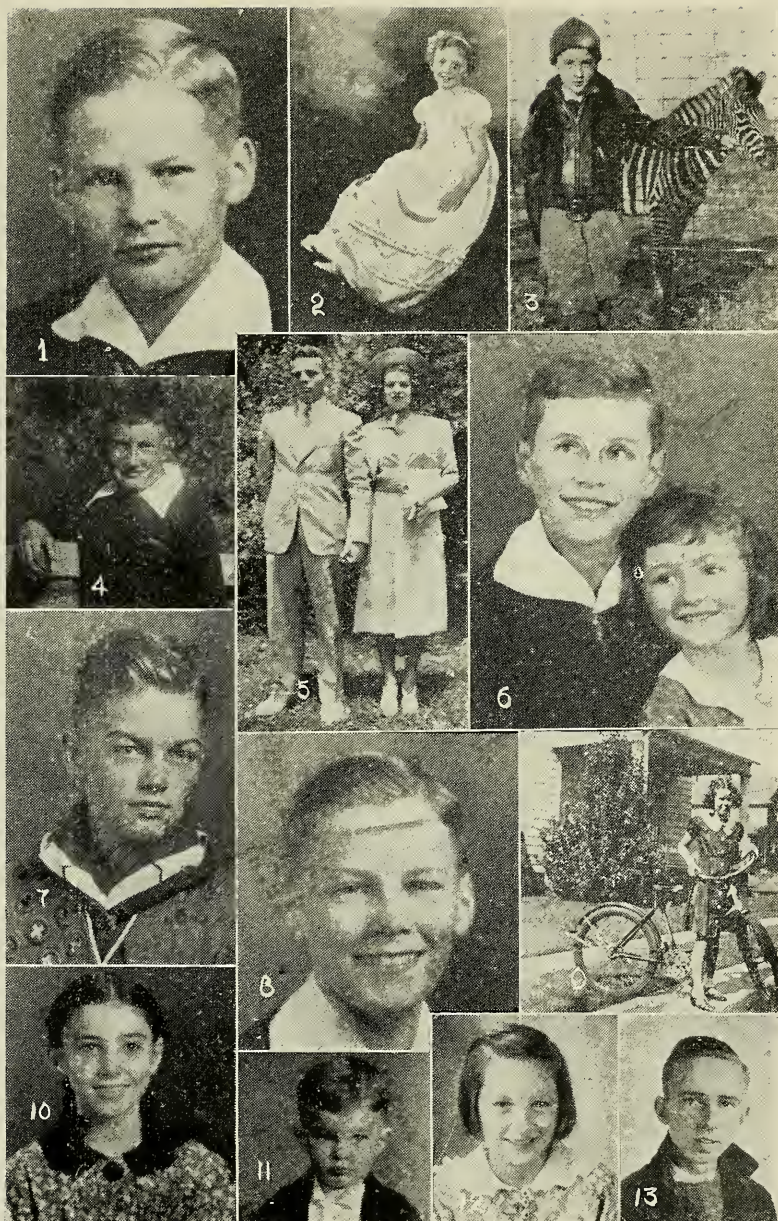
1939 REUNION GRANDCHILDREN

1. PENINA BOWDEN—*Louise Bowden Bowden*, '23. 2. PHILIP EAMES, BETTY ANN EAMES—*Mary Lily Blalock Eames*, '22. 3. BURTON LANGLEY, JOAN LANGLEY, BETTY KNIGHT LANGLEY, LEWIS LANGLEY, JR.—*Elizabeth Knight Langley*, '23. 4. ROBERT LEWIS—*Katherine Knowles Lewis*, '14. 5. MARY ANNE JOBE—*Pauline Goodwin Jobe*, '29. 6. BEN SUTTLE, JR.—*B. Nye Suttle*, '22. 7. TWO LITTLE WHITES—*Mattie Macon Norman White*, '22. 8. BETTY JO PITMAN—*Cora Tyner Pitman*, '14. 9. BETTY KENDRICK FAUCETTE, JANE WEATHERSPOON FAUCETTE—*Elizabeth Kendrick Faucette*, '23. 10. MARGARET MITCHELL MEADOR—*Mary Elliott Mitchell*, '14.



1939 REUNION GRANDCHILDREN

1. JUNE WHICKER—Clarice Tuttle Whicker, '23. 2. BETSY AUTEN—Edith Roice Grady Auten, '29. 3. MELISSA MATTHEWS—Juanita Arnette Matthews, '22. 4. MARY LILLIAN SCARBOROUGH—Ruth Williams Scarborough, '29. 5. JANE ARNETTE MATTHEWS—Juanita Arnette Matthews, '22. 6. DAPHNE OWENS YELVERTON, LESLIE YELVERTON, JR.—Daphne Owens Yelverton, '23. 7. LELIA ANN DAVENPORT—Eugenia Thomas Davenport, '20. 8. CHARLES EDWARD JACKSON—Shellie Bennett Jackson, '29. 9. ANDY OWENS, CHARLES OWENS—Jessica Jenkins Owens, '20. 10. ERNESTINE COTTELL—Thelma Lee Cottrell, '20. 11. NELL DEANS ELEY—Nell Deans Eley, '23. 12. LUCILE KELLY BEST—Lucile Kelly Best, '21.



1939 REUNION GRANDCHILDREN

1. LEROY ALLEN, JR.—*Ruth Couch Allen*, '22. 2. KATHERINE LEWIS—*Katherine Knowles Lewis*, '14. 3. SAM MCCLURD—*Lois Kendrick McClurd*, '23. 4. DAVID MOORE ROBERTS—*Nona Moore Roberts*, '19. 5. SARAH FREEMAN, FRANK FREEMAN—*Eunice Benton Freeman*, '14. 6. ROBERT MCINTYRE, JR., SARA MCINTYRE—*Margaret Pope McIntyre*, '21. 7. HENRY L. STEVENS, III—*Mildred Beasley Stevens*, '21. 8. RUFUS COUCH ALLEN—*Ruth Couch Allen*, '22. 9. BARBEE MEWSHAW—*Erma Moore Adams*, '23. 10. NANCY IRENE HALL—*Christine Judd Hall*, '21. 11. JOJO BEST—*Lucile Kelly Best*, '21. 12. DORIS THOMASSON—*Lillian Franklin Thomasson*, '21. 13. WILSON LEWIS—*Katherine Knowles Lewis*, '14.



1930 REUNION GRANDCHILDREN

1. ANNIE MARY MATTHEWS—*Juanita Arnette Matthews*, '22. 2. JAMES BECK, GEORGE BECK—*Thelma Tadlock Beck*, '29. 3. VIVIAN MARIE STRAYHORN, CAROLYN LOUISE STRAYHORN—*Lucile Walker Strayhorn*, '29. 4. RUTH ELAINE CLEMONS—*Iva Carroll Clemmons*, '29. 5. BILLY MITCHELL—*Mary Elliott Mitchell*, '14. 6. BILLY RIGGSBEE—*Mattie Gunter Riggsbee*, '20. 7. COOPER ELLIS TAYLOR, JR.—*Beth Carroll Taylor*, '22. 8. GAINES WHICKER—*Clarice Tuttle Whicker*, '23. 9. JOHN ROBERT CRAWFORD, III—*Hesta Kitchin Crawford*, '29. 10. MOLLIE JANE FORT—*Edna Wallace Fort*, '22. 11. MARTHA PITMAN—*Cora Tyner Pitman*, '14. 12. BOBBY SUTTLE—*B. Nye Suttle*, '22. 13. JOE ELLEN, ALLEN BOYD ELLEN, ESTHER JANE ELLEN—*Inez Boyd Ellen*, '21. 14. DONALD MALPASS, JR.—*Fannie Paul Malpass*, '23.

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Ideas and Themes
of
Cowper's *Task* as Related to
Evangelicalism*

BY

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Instructor in English



[*Revision of a portion of a thesis submitted to the Faculty of the University of North Carolina in partial fulfillment of the requirements for the degree of Doctor of Philosophy.]

Ideas and Themes of Cowper's "Task" as Related to Evangelicalism

I

In most of the studies of the "background" of English Romanticism, of the currents which led in the latter half of the eighteenth century to a change of fashion in poetry, William Cowper finds a place. A poet in whom traces of the Augustan manner may still be seen, he is also one in whose work the dawn of a new day may be perceived. "Cowper's *task*," says one literary historian, adapting the name of Cowper's best-known poem to the logic of his thought, "though he did not know it and refused to be called one of the literati, was the revival of poetic taste and in a measure, of poetry itself."¹ One of Cowper's biographers spends eighty pages in showing that *The Task* occupies a strategic position in the history of English poetry: . . . "the poem appeared, if the expression may be permitted, just at the fullness of time, when the way had been prepared for it."²

Another movement with which the poetry of William Cowper was even more clearly linked than with Romanticism was the great religious revival in eighteenth-century England. Beginning about 1740 with the spiritual awakening of a small group of men, the Evangelical Revival spread and continued through the remainder of the century. It wrought profound changes in the character of the English people. By it the Anglican Church was aroused and stimulated. Men whose religious faith and practice were vitalized by it effectively led the movement to abolish the British slave trade. "Although the career of the elder Pitt and the splendid victories by land and by sea that were won during his ministry form unquestionably the most dazzling episodes in the reign of George II," writes the well-known historian Lecky, "they must yield, I think, in real importance to that religious revolution which shortly before had been begun in England by the preaching of the Wesleys and of Whitefield."³ Although in no sense intentionally literary, the revival nevertheless ultimately made its contribution to the stream of English literature, and is therefore of legitimate interest to the student of English culture as well as to the student of religion. The ethical bent and seriousness of purpose manifested by Victorian writers may in several cases well be thought to bear a definite relationship to this movement so clearly ethical in its influence.

Among those whose destinies were linked with this religious revival, then, was the poet with whose work this article deals. He was indeed the only person connected with it who has since assumed the proportions of a distinctly "literary" figure. If, as has been said, the Romantic implications of Cowper's poetry have been generally recognized and applauded by literary

¹ Oliver Elton, *A Survey of English Literature, 1780-1830*, p. 77.

² Robert Southey, ed., *The Works of William Cowper*, II, 175.

³ W. E. H. Lecky, *A History of England in the Eighteenth Century*, II, 567.

historians, his connections with the religious revival have frequently been recognized only to excoriate them.⁴ A shy, gentle, devout soul, Cowper was subject to periodic mental derangements, which, to make them more distressing to all concerned, took the form of religious mania. It was to the accompaniment of a religious conversion that he had emerged from the first of these periods of insanity; and when, some years later,⁵ the malady recurred, he became the victim of a "fixed idea" that he was necessarily and permanently estranged from God. Although he led a life most blameless, judged by human standards, he was often enveloped in gloom because he believed himself "lost." The picture of Cowper formed in the minds of those who contemplate his sufferings is, it must be confessed, a touching one.

But however the sensibilities of biographers and critics may suffer from the contemplation of Cowper's troubles, and whatever mistakes his devoted friends may have made in dealing with his case,⁶ it was religious truth which led him to attempt poetry seriously in the first place, and it was religious truth which continued to condition his thought and inspire his ideas. His poetry is the product of his religious background. "Were I to write as many volumes as Lope de Vega, or Voltaire," he himself declared, "not one of them would be without this tincture."⁷ With regard to Cowper's less excellent poetry, such as the *Olney Hymns* and the *Didactic Poems*, this statement would be readily admitted by critics to whom his religious views are displeasing. It is the purpose of this article to show that *The Task*, admittedly his best work, is also clearly related to his religious ideas and experience. In attempting to do this, I shall not deal with the frankly doctrinal element. Probably no one would deny that this is the result of Cowper's Evangelical affiliations. I shall rather discuss those aspects of *The Task* which are usually thought to constitute its best poetry, attempting at the same time to relate them to Cowper's religious faith and experience.

II

The first of these aspects, that which perhaps remains longest in the mind after the poem has been read, is its celebration of home and the domestic life. It is one of the paradoxes of literature that Cowper, who had neither wife nor child, should have written the first memorable English verse of this kind. The early loss of his own mother, the absence of any special congeniality between himself and his father, and the existence of a step-mother for whom he evidently felt no great liking, seem to have given the youth of Cowper no opportunity to root itself in family affection. When he at last found a place in the Unwin home at Huntingdon⁸ he counted himself happy indeed. Cowper had loved the Unwins at first sight. The son of the family, having seen a rather distinguished young stranger at morning service in the church, invited him to his home. They were "altogether the cheerfulest and most engaging family piece that it is possible to conceive," wrote Cowper to Lady Hesketh from Huntingdon in 1765. Theirs was "a house full of peace

⁴ Such, for example, is the view presented in Hugh I'Anson Fausset's *William Cowper*, London, 1928.

⁵ In 1773. The first derangement occurred in 1763.

⁶ People knew very much less in the eighteenth century than they know now about the treatment of mental diseases.

⁷ *Correspondence*, ed. Thomas Wright, II, 252.

⁸ After his discharge from the hospital at St. Albans in 1764, Cowper had gone to Huntingdon to live.

and cordiality in all its parts," where one heard no scandal, but only such discourse as one was better for. Between Cowper and William Unwin a steadfast friendship developed, the most unreserved of all Cowper's friendships with men. The daughter could talk a great deal and extremely well when it was necessary. The Reverend Morley Unwin, the head of the family, seemed "a man of learning and good sense, as simple as Parson Adams."

But from the first it was to Mrs. Unwin most of all that he was attracted. In the warmth of her presence his shy nature expanded. She seemed the answer to all his needs. "It was my earnest request before I left St. Albans," he wrote to Lady Hesketh, "that wheresoever it might please Providence to dispose of me, I might meet with such an acquaintance as I find in Mrs. Unwin."⁹ Presently it became possible for Cowper to make his home with the Unwins. "It ought to be a matter of daily thanksgiving to me that I am admitted into the society of such persons," he devoutly declared; "and I pray God to make me, and keep me, worthy of them."¹⁰

After the tragic death of Mr. Unwin, there was not a moment's thought that Cowper would sever his connection with the family. "I am a sort of adopted Son in this Family, where Mrs. Unwin has always treated me with Parental Tenderness," he wrote his aunt, Mrs. Madan, shortly after Mr. Unwin's passing; "therefore by the Lord's leave I shall still continue a Member of it. Our Aim and End are the same, the Means of Grace and the Hopes of Glory."¹¹ After their removal to the little village of Olney in Buckinghamshire, where they went in order that they might be members of the Reverend John Newton's church, the departure of the son and daughter from the family rooftree nevertheless created complications. For in spite of Cowper's remarks about parental tenderness, there was no vast difference between his age and Mrs. Unwin's, and the affection between them was scarcely that of mother and son. An engagement was accordingly entered into, and it was planned that the marriage should take place in the spring of 1773. But madness intervened and Mrs. Unwin became Cowper's nurse instead of his wife. She cared for him with a self-forgetful devotion and rejoiced in the opportunity of doing so. During many months it was necessary to keep the closest watch over the patient. Among women who have effaced themselves for the sake of a loved one, surely no one in English literary history has done it quite so completely or uncomplainingly as Mary Unwin.

When Cowper began to recover, it was Mrs. Unwin who devised diversion for him. She was often his companion on walks through the fields. He often read aloud to her through the long winter evenings. She knitted all his stockings. She suggested subjects for his verses; and, after they were written, listened to them, not merely with approval, but with discriminating taste. When he had no hope of salvation for himself, he believed in Mrs. Unwin's hope of it. When he no longer prayed for himself or anyone else, he had faith in Mrs. Unwin's touch with the Unseen. Her correspondence with family and friends was relegated to Cowper in order to give him employment. "Our joint love attends you" is a familiar closing to his letters. It is therefore against such a background of home life and affection that we must interpret Cowper's domestic poetry in *The Task*. "They are but my visits,

⁹ Correspondence, I, 50.

¹⁰ Correspondence, I, 62.

¹¹ Unpublished Letters of William Cowper, ed. Thomas Wright, p. 6.

but thou art my home," once said a lyric lover reassuringly to his mistress. For Cowper, Mrs. Unwin was home.

And what is the ideal of home set forth by *The Task*? It is in keeping with the best Puritan tradition. Home is the scene

. . . of intimate delights
 Fireside enjoyments, home-born happiness
 And all the comforts that the lowly roof
 Of undisturb'd retirement, and the hours
 Of long uninterrupted ev'ning, know.¹²

The comfort and the good cheer within are all the more delightful because of the winter weather raging without. In this retreat the doings of the great world at a distance may be pondered—the latest tidings from the war with the American colonies, the news from India, "the grand debate, the popular harangue, the tart reply" of Parliamentary procedure. Perhaps one of the group around the fireside reads from a recent travel book by Commodore Byron or Captain Cook; thus by means of the imagination one may have all the joy of discovery without the danger.

He travels, and I too. I tread his deck,
 Ascend his topmast, through his peering eyes
 Discover countries, with a kindred heart
 Suffer his woes and share in his escapes;
 While fancy, like the finger of a clock,
 Runs the great circuit, and is still at home.¹³

While one reads—Cowper himself, as we may guess—another sews. The embroidered pattern, with its flower, buds, leaves, and curling tendrils, is fashioned into "a wreath that cannot fade." Perhaps, depicting fauna instead of flora, the skillful fingers are creating

Lap-dog and lambkin with black staring eyes,
 And parrots with twin cherries in their beak.¹⁴

Though it is a mistake to think of Cowper only as "a very gentle, tender, house-broken little poet," the feminine and domestic side of life had indeed for him a special appeal and is interpreted with sympathy in his verse.

The winter evening might be enlivened with music. Both Lady Austen and Mrs. Unwin were capable amateur musicians, and the harpsichord provided a pleasing accompaniment to the

. . . clear voice, symphonious, yet distinct
 And in the charming strife, triumphant still.¹⁵

After the reading and the sewing and the singing, the last meal of the day; and after that, conversation. Anyone who knows Cowper knows what the nature of that conversation will be. He has elsewhere insisted and here again

¹² *The Task*, IV, 139-143.

¹³ *The Task*, IV, 114-119.

¹⁴ *Ibid.*, I, 37-38.

¹⁵ *Ibid.*, IV, 162-163.

insists that being religious does not mean being stupid. Those who sit around the fireside at Olney will not avoid serious topics.

Nor do we madly, like an impious world,
Who deem religion frenzy and the God
That made them, an intruder on their joys,
Start at his awful name, or deem his praise
A jarring note.¹⁶

On the contrary, the best parts of the conversation will be those in which such experiences are discussed:

Themes of a graver tone
Exciting oft our gratitude and love,
While we retrace with mem'ry's pointing wand,
That calls the past to our exact review,
The dangers we have 'scaped, the broken snare,
The disappointed foe, deliv'rance found
Unlook'd for, life preserv'd and peace restor'd—
Fruits of omnipotent eternal love.¹⁷

There could be no better way to spend one's leisure hours, Cowper thinks; and he recommends it to a world sated with fashionable amusements.

Oh ev'nings worthy of the gods! exclaim'd
The Sabine bard. Oh ev'nings, I reply,
More to be priz'd and coveted than yours
As more illumin'd and with nobler truths,
That I, and mine, and those we love, enjoy.¹⁸

In his appreciation and in his interpretation of the inner sanctity of home life, Cowper is at one with the genius of Evangelicalism, which is in these matters a continuation of Puritanism. Among the secret springs of the good home must always be a high regard for the relations of men and women. With whatever aesthetic shortcomings and with whatever rigor of discipline, the Puritan home has always been characterized at this point by the highest standards. Cowper and Milton are alike in their ideals of domestic virtue, in both cases inspired by "an ancient immemorial piety."

As Cowper became the favorite poet of the great English middle class, his "Winter Evening"¹⁹ was destined to serve many for a pattern and ideal of home life. An American visitor to Olney during the nineteenth century has described the house which was Cowper's home for nineteen years: "an old-fashioned house, considerably taller than the others, and differently tinted . . . built of red brick, somewhat ornately bordered with stone."²⁰ Visitors must sometimes be disappointed if they expect the actual to conform to the imagined. This visitor was not so literal-minded. He evidently had some

¹⁶ *The Task*, IV, 177-181.

¹⁷ *Ibid.*, IV, 181-188.

¹⁸ *Ibid.*, IV, 189-193.

¹⁹ The title of the fourth book of *The Task*.

²⁰ Hugh Miller, *First Impressions of England and Its People*, p. 300.

conception of the processes involved in poetry; for of the house he wisely adds: "It contains the parlor which has become such a standard paragon of comfort that it will need no repairs in all the future."

We may thus be grateful for Cowper's contribution to *la poésie domestique*, no inconsiderable contribution to no inconsiderable cause. For the English home is that upon which the fruits of English culture wait. At its best it is

A quiet center in a troubled world,
A haven where the rough winds whistle never,
And the still sails are in the sunbeams furled.

III

If we find some reason thus to associate Cowper's treatment of the theme of home life with his religion, what may be said of that for which he is more widely known, his treatment of natural scenery? It is sometimes assumed, and not without reason, that Evangelicalism was opposed to the aesthetic impulse. Doubtless the most charitably inclined would not group the Evangelicals of the eighteenth century with the nature worshipers. Nevertheless, Cowper's love of the out-of-doors seems to have some connection with his religion.

It may be noted in the beginning that sensibility to natural scenery was a characteristic of his childhood. Of his old home at Great Berkhamstead he wrote in later years, "There was neither tree, nor gate, nor stile in all that country to which I did not feel a relation." While he lived in London as a law student, he enjoyed "the sound of water even though passing only into pails and pitchers"; and he tended in his windows myrtles purchased annually from Covent Garden. Many other details of a similar nature might be added. How would this feeling for nature be related to his religion?

The treatment of nature by poets has been of several kinds. The classical use of nature is as a background for human action and emotion. Such use is made of it in the paintings of the Renaissance artists, a bright Italian sky or the curve of a distant hill throwing into clear relief the figures of the Holy Family. Another way, one especially attractive to the Romanticist in poetry, is that in which nature is colored by the poet's emotion: the day is dark or bright as the poet feels it so. Another way is that in which natural objects are so interpreted "as to awaken in us a wonderfully full, new, and intimate sense of them, and of our relations with them."²¹ The highest way, says one student of nature in poetry, is the treatment of nature as a symbol of the invisible world.²²

But where religion is a dominant interest, it may be assumed that a poet who is also sensitive to natural beauty would be influenced by the Bible. We may, therefore, inquire what the influence of the Bible in such a case would probably be.

The Bible is, of course, chiefly concerned with divine nature and human nature, and not directly at all with nature in the sense of landscape. Yet the conception of God as Creator logically gave men a certain view of the whole sum of appearances which reached them through the senses. "The

²¹ Matthew Arnold, *Essays in Criticism*, First Series, p. 81.

²² John C. Shairp, *On Poetic Interpretation of Nature*, p. 127.

firmament sheweth His handiwork," said the Psalmist. There is indeed in certain portions of the Old Testament nature poetry of a high order. Perhaps it could not have been otherwise with a people whose religion was monotheistic, and whose habits of life were agricultural and pastoral. The wilderness, the fir tree, the thorn, the shepherd and the sheep, the fruitful vineyard: such must necessarily serve as both background and symbol of their great spiritual convictions. If there is less formal poetry of this kind in the New Testament, there are, nevertheless, similar implications. From the apostolic age on, there have been devout disciples, who remembered their Master as one who spoke intimately of the birds, of the air and the flowers of the field, who made his teaching luminous by means of stories about fig trees and barren ground. There is much in both Hebrew and Christian traditions to encourage nature poetry.

As influential as was the Bible upon Evangelicals, there were other ways in which God spoke to men. One of these was through Christian "experience." Characteristically, one came to feel oneself a child of God through the experience of conversion, that "subtle or convulsive change in mental life whereby all things are made new." One factor in the experiential element of religion, whether of conversion, or of the post-conversion period, is the recognition of beauty, harmony, and beneficence in the external world.²³ Indeed, one of the characteristics of the state of assurance or faith is an apparent objective change in the world about one.²⁴ A sense of beautiful newness without as well as within is one of the commonest entries in conversion records. "The appearance of everything was altered," wrote Jonathan Edwards in his *Personal Narrative*. "There seemed to be as it were a calm sweet cast or appearance of divine glory in almost everything. God's excellency, his wisdom, his purity and love seemed to appear in everything; in the sun, moon, and stars; in the clouds and blue sky; in the grass, flowers and trees; in the water and all nature." The lover of modern poetry may find the same phenomenon effectively set forth in the poetry of John Masefield:

I did not think, I did not strive,
The deep peace burnt my me alive;
The bolted door had broken in,
I knew that I had done with sin . . .
The station brook to my new eyes
Was babbling out of Paradise,
The waters rushing from the rain
Were singing Christ has risen again.²⁵

²³ Robert H. Thouless, *An Introduction to the Psychology of Religion*, p. 13.

²⁴ William James, *The Varieties of Religious Experience*, p. 248.

²⁵ *The Everlasting Mercy*.

Similarly in Cowper's poetry religious experience of this sort is vividly associated with natural scenery:

The calm retreat, the silent shade,
With pray'r and praise agree;
And seem by thy sweet bounty made,
For those who follow Thee.

There if thy spirit touch the soul,
And grace her mean abode;
Oh with what peace, and joy, and love,
She communes with her God!²⁶

Thus nature, from his youth up a source of pleasure and profit, in the maturer years of his life became linked with religious experience and with the religious sentiment which dominated his living and thinking.

As strange as the suggestion may at first sound, the religious revival of the eighteenth century was not devoid of such associations. In his attempts to estimate the sources of John Wesley's remarkable influence upon those who heard him, Southey attributes some importance to natural scenery.²⁷ Whitefield thought there was "no pulpit like a mount; no sounding-board like heaven." The letters and memoirs of John Newton give evidence of a genuine sensibility to the influence of nature, whether on the coast of Guinea or among the hedgerows of Buckinghamshire. The woods and the fields were his favorite oratories. To these strenuous evangelists no one would think of attributing the "love of nature" in its usual poetic sense; they themselves would have considered time devoted to such an end as foolishly wasted. But what they in their degree felt as harmony between nature and God, Cowper because of his poetic sensitivity felt in greater degree.

Cowper was destined for many years to be the poet of the English middle class, an element of the English people largely recruited and molded by the Evangelical Revival. His religious tenets were theirs. But it can scarcely be doubted that he did more for them than reinforce the lessons of piety which they already knew. They already knew the Book of God's Word; he opened for them the Book of God's Works. "Nature," said Sir Thomas Browne, "is the art of God."

²⁶ "Retirement," *Olney Hymns*.

²⁷ *Life of Wesley*, I, 347.

Cowper's careful observation and accurate delineation of natural details have often been remarked and justly so. There is beauty of a unique quality in such a passage as the following from "The Winter Walk at Noon":

I again perceive
The soothing influence of the wafted strains,
And settle in soft musings as I tread
The walk, still verdant, under oaks and elms,
Whose outspread branches overarch the glade.
The roof though movable through all its length
As the wind sways it, has yet well suffic'd
And, intercepting in their silent fall
The frequent flakes, has kept a path for me.
No noise is here, or none that hinders thought.
The redbreast warbles still, but is content
With slender notes, and more than half suppress'd;
Pleas'd with his solitude, and flitting light
From spray to spray, where'er he rests he shakes
From many a twig the pendent drops of ice,
That tinkle in the wither'd leaves below.²⁸

But the close connection of such details with the higher realm of Cowper's thinking and feeling—in short, with the religious sentiment—is not so often recognized. Even as his mind is intent upon the

... trees, and rivulets whose rapid course
Defies the check of winter, haunts of deer,
And sheep-walks populous with bleating lambs,
And lanes in which the primrose ere her time
Peeps through the moss that clothes the hawthorne root,²⁹

or as he is anticipating in imagination the springtime when

... all this uniform, uncolour'd scene
Shall be dismantled of its fleecy load,
And flush into variety again,³⁰

he is also endeavoring to call the attention of the thoughtless to these authentic works of God.

What prodigies can pow'r divine perform
More grand than it produces year by year,
And all in sight of inattentive man?
Familiar with th' effect, we slight the cause,
And, in the constancy of nature's course,
The regular return of genial months,
And renovation of a faded world,
See naught to wonder at. . . .
All we behold is miracle.³¹

²⁸ *The Task*, VI, 67-82.

²⁹ *Ibid.*, VI, 109-113.

³⁰ *The Task*, VI, 178-180.

³¹ *Ibid.*, VI, 118-132.

Wordsworth instructed the student of nature to bring with him "a heart that watches and receives." In so doing he may himself well have received hints from Cowper. To the humble, teachable heart are possible experiences denied to the mere intellectual. In the school of nature

Stillness, accompanied with sounds so soft,
Charms more than silence. Meditation here
May think down hours to moments. Here the heart
May give an useful lesson to the head,
And learning wiser grow without his books.
Knowledge and wisdom, far from being one,
Have oft-times no connexion. Knowledge dwells
In heads replete with thoughts of other men;
Wisdom in minds attentive to their own . . .
Knowledge is proud that he has learn'd so much,
Wisdom is humble that he knows no more.³²

Books may infatuate and delude. In natural objects there is no intentional deceit. But true wisdom and true humility are possible only to the heart properly attuned to the divine. One sees in nature what he takes with him the power of seeing. In effect Cowper says that none except those divinely illumined can see nature in its true aspect and proportion. Only he can see clearly whom the truth makes free.

He looks abroad into the varied field
Of nature, and, though poor perhaps compar'd
With those whose mansions glitter in his sight,
Calls the delightful scen'ry all his own.
His are the mountains, and the vallies his,
And the resplendent rivers. His t' enjoy
With a propriety that none can feel,
But who, with filial confidence inspir'd,
Can lift to heaven an unpretentious eye,
And smiling say—My Father made them all!³³

That to be devoutly religious is the way to enter into a true enjoyment of nature would be by no means admitted by the unevangelical in the eighteenth or any other century; but Cowper says it without apology and without compromise. Are not "the mountains and the vallies and the resplendent rivers"—

Are not they his by a peculiar right,
And by an emphasis of interest his,
Whose eyes they fill with tears of holy joy,
With worthy thoughts of that unwearied love
That plann'd and built, and still upholds, a world
So cloth'd with beauty . . . ?³⁴

³² *Ibid.*, VI, 83-97.

³³ *The Task*, V, 733-747.

³⁴ *Ibid.*, V, 747-754.

Nature enriched by some knowledge of its Creator is doubly meaningful. The soul in touch with Him has a power of perception not available to the unilluminated.

The soul that sees him, or receives sublim'd
New faculties, or learns at least t' employ
More worthily the pow'rs she own'd before;
Discerns in all things, what, with stupid gaze
Of ignorance, till then she overlook'd.³⁵

"Acquaint thyself with God, if thou wouldst taste His works." To one so instructed and so prepared, the contemplation of nature becomes a revelation indeed. One then perceives

A ray of heav'nly light, gilding all forms
Terrestrial in the vast and in the minute;
The unambiguous footsteps of the God
Who gives its lustre to an insect's wing,
And wheels His throne upon the rolling worlds.³⁶

Perhaps this evidence is sufficient to show that in Cowper's nature poetry the religious sentiment holds an important place. It is a view of nature to which any merely psychopathic account of him can do scant justice. In the light of the five lines just quoted, for example, it is entirely inadequate to say that Cowper's interest in nature is trifling and one to which he is forced by necessity.³⁷ Cowper did not go to nature merely to forget about God.³⁸ Rather, I should say that in the ideal world of poetry disorder becomes order, and he possesses for the time in serenity and beauty that which he has loved long since and lost a while.

IV

One of the *-isms* with which Cowper's name is frequently coupled is humanitarianism. This is far from an exact term, says Prof. Crane Brinton. "A humanitarian seeks to lessen suffering and increase enjoyment among all forms of sentient life. He presumably feels love or friendship toward the object of his concern; yet his strongest emotion is a kind of imaginative flinching before the spectacle of inflicted pain. . . . Humanitarian movements have been chiefly directed toward preventing recognizable physical cruelty to men or animals, or both."³⁹ Being of his time, Cowper could hardly altogether have escaped this concern for the rights of the oppressed; for several streams of influence contributed something to such a sentiment. Rationalism believed in the natural goodness of man; the cults of sentimentalism and sensibility flourished; practical philanthropy sought to relieve the woes of English debtors.

But those who attribute Cowper's humanitarianism wholly to the general sentimental climate of the eighteenth century overlook one of the best possible sources of it. In both the necessary motive and in the willingness to express

³⁵ *The Task*, V, 805-809.

³⁶ *Ibid.*, V, 810-814.

³⁷ Leslie Stephen, *Hours in a Library*, II, 235ff.

³⁸ Cf. Hugh I'Anson Fausset, *William Cowper*, p. 230.

³⁹ *The Encyclopedia of the Social Sciences*, ed. E. R. A. Seligman, VII, 544.

faith in works, no agency of humanitarianism was so considerable as the Evangelical Movement. From the days of the Oxford Methodists, the aim to evangelize had been constantly accompanied by the effort to relieve human suffering and need. Whitefield was so eloquent in soliciting funds for his orphanage in Savannah that even the cool judgment of Benjamin Franklin could not refuse the appeal.⁴⁰ "The determining force in the abolition of the slave trade of England which meant virtually world abolition was the Tory and evangelical William Wilberforce."⁴¹ "I am essentially and from deep-rooted conviction," said Lord Ashley, the seventh Earl of Shaftesbury, in his old age, "an Evangelical of the Evangelicals. I have worked with them constantly, and I am satisfied that most of the great philanthropic movements of the century have sprung from them."⁴²

Of a similar sort were William Cowper's personal affiliations and his habit of life. After his coming to Olney to live, it was his custom to be busy in practical charity. Many of the inhabitants of the village were engaged in making lace, an employment which enabled them to work in their homes, but brought in small returns. Clothing, blankets and food were needed. Necessary funds for Cowper and Mrs. Unwin's gifts were often provided by wealthy Evangelicals such as Lord Dartmouth and Robert Smith. Cowper's letters contain frequent appeals on behalf of these deserving and industrious poor.

It was natural that such habits of life and thought should be carried over into his poetry. He is sympathetic with whatever promotes happy and innocent life; he hates whatever hurts or hinders it. He is opposed to slavery. He reprobates the fox-hunter. He pleads the rights of helpless wild creatures. *The Task* contains an effective expression of Cowper's sympathy with animal life. Closeness of observation coupled with whimsical humor is seen in his description of the squirrel which he passes on his winter walk:

He sees me, and at once, swift as a bird,
Ascends the neigh'ring beech; there whisks his brush
And perks his ears, and stamps and cries aloud
With all the prettiness of feign'd alarm
And anger insignificantly fierce.⁴³

Vividly sketched in our minds also is the cock as he wades through the snow at the head of his feathered family, resenting "his altered gait and stateliness retrenched." But the gentle recluse of Olney is also the passionate champion of the rights of animals. Sympathy with the distresses of the animal kingdom alternates with indignation against the man who causes the suffering. The poet's sympathy extends to the humblest forms of sentient life. In a fashion later to be followed by William Blake, he declares he would not enter on his list of friends the man who needlessly set foot upon a worm. Except they prove themselves in some way hostile to human interests, all animals—even "the meanest things that are"—should be

As free to live and to enjoy that life
As God was free to form them at the first.

⁴⁰ *The Writings of Benjamin Franklin*, ed. A. H. Smyth, I, 356.

⁴¹ Crane Brinton, "Humanitarianism," *Encyclopedia of the Social Sciences*.

⁴² G. R. Balleine, *History of the Evangelical Party in the English Church*, p. 190.

⁴³ *The Task*, VI, 316-320.

The source of man's inhumanity to animals, Cowper finds, quite in keeping with his Evangelical creed, in the evil which has "marred all" since the first disobedience in Paradise. Recalling the ideology and phraseology of Milton, he says that to sinless man, the animal creation yielded willing obedience. With sin, cruelty entered into the heart of man and fear into the hearts of animals. There are no human laws to avenge their suffering, Cowper admits with regret; nevertheless, he declares, crimes against them are registered in heaven.

A Robin Redbreast in a Cage
Puts all Heaven in a Rage⁴⁴

wrote William Blake with epigrammatic pith; but William Cowper said it first in his own way:

Mercy to him that shows it, is the rule
And righteous limitation of its act
By which Heav'n moves in pard'ning guilty man;
And he that shows none, being ripe in years,
And conscious of the outrage he commits
Shall seek it and not find it, in his turn.
Distinguish'd much by reason, and still more
By our capacity of grace divine,
From creatures that exist but for our sake
Which having serv'd us, perish, we are held
Accountable; and God some future day
Will reckon with us roundly for th' abuse
Of what he deems no mean or trivial trust.⁴⁵

Cowper's representation of the claims of animals is characteristic of the way in which he relates everything to the religious sentiment and ideal. The genius of Christianity, although it rationalizes pain and builds upon vicarious suffering, also includes sympathy with suffering. There is also apparently in the mystic temper and in some of the forms of religious experience a certain tenderness for lower forms of life, almost a feeling of affinity with them.⁴⁶ Evangelicalism with its emphasis upon religious experience and its aptitude for sentiment also reveals this trait.

The same sympathy for the poor expressed in the Didactic Poems finds expression also in *The Task*. Cowper does not enjoy the comfort of his own fireside in "The Winter Evening" without remembering that cold weather means hardship to some of the Olney villagers. The scanty stock of fuel, the slender store of food, and the "numerous progeny" take us back to a time when there seemed no cure either for poverty or large families. Yet if Cowper

⁴⁴ "Auguries of Innocence," lines 5-6.

⁴⁵ *The Task*, VI, 595-607.

⁴⁶ William James, *The Varieties of Religious Experience*, pp. 250, 253, 278-284.

does apparently regard their poverty as inevitable, he praises their spirit of independence and their industry :

I praise you much, ye meek and patient pair
 For ye are worthy; choosing rather far
 A dry but independent crust, hard earn'd
 And eaten with a sigh, than to endure
 The rugged frowns and insolent rebuffs
 Of knaves in office . . .⁴⁷

Nor was his sympathy merely academic. It grew out of an active and practical philanthropy

Meanwhile ye shall not want
 What, conscious of your virtues, we can spare
 Nor what a wealthier than ourselves may send.
 I mean the man, who, when the Distant Poor
 Need help, denies them nothing but his name.⁴⁸

Though sensible of the fact that indigence and vice often masqueraded as distressed virtue, Cowper had learned by experience to distinguish the real from the false, and nothing more perfectly won his admiration than virtue undaunted by hardship. "I never feel myself poor," he said, "but when I see or hear of a valuable man whose exigencies exceed my ability to relieve them."⁴⁹

In this manifestation of the "feeling heart" toward oppressed man and beast, it has been assumed that Cowper was influenced by Rousseau.⁵⁰ Certain ideas are indeed characteristic of both. But these ideas are also to be found in the works of other eighteenth-century writers. Even before Rousseau's day, Shaftesbury had rhapsodized about nature; Pope and Thomson and Shenstone and Savage had raised their voices on behalf of oppressed humanity; various English poets had preferred the country to the town; Thomson had lamented the lot of worms and caged birds and robbed bees. By all this climate of opinion both Cowper and Rousseau were in some degree influenced.

But there are radical differences between Cowper and Rousseau which have perhaps been obscured by the habit of regarding Cowper as a mere forerunner of Romanticism. Rousseau presents an uncritical idealization of peasant life. If Cowper's sympathetic nature inclined him to such a view, both his religious creed and his practical philanthropy gave him clearer insight. He was well acquainted with the weaknesses and moral failures of men. "Mrs. Unwin wishes me to inform you, that the character of Thomas ——— is no longer a doubtful one at Olney," he wrote to Newton concerning one of their protégés. "He is much addicted to public houses and everybody knows it."⁵¹ The gypsies are pictured in *The Task* not as romantic children of nature but as clever, light-hearted beggars.⁵² Much poverty among the poor was due to shiftlessness, pure and simple; and many a theoretically noble peasant was

⁴⁷ *The Task*, IV, 407-412.

⁴⁸ *Ibid.*, IV, 424-428. A tribute to Robert Smith, later Lord Carrington, who often supplied Cowper with funds for his charities.

⁴⁹ *Correspondence*, IV, 14. *Essays*, I, 298.

⁵⁰ Cf. Leslie Stephen, *Hours in a Library*, II, 208-40; Alfred Ainger, *Lectures and*

⁵¹ *Correspondence*, I, 378.

⁵² *The Task*, I, 579-588.

nothing better than a chicken thief.⁵³ Certain passages in Cowper's letters are phrased with such bare realism that they might have been dictated by Crabbe himself.

Cowper was not wholly untouched by the primitivism which was destined to become so important an article in the romantic credo. Omai, the South Sea Islander brought to London by Captain Cook, interested him, and he devotes to him some lines of *The Task*.⁵⁴ But Cowper does not for one moment believe that South Sea Islanders are happier than inhabitants of civilized regions.⁵⁵ Indeed, the usual condition of the savage in his native habitat is anything but noble.⁵⁶ On the whole, Cowper's poetry displays a sanity absent from other eighteenth-century utterances on the subject of primitivism. The Swiss peasants whose virtue Rousseau had so much admired had been developed through centuries of austere religious discipline.⁵⁷ Cowper knew by training and by experience that character is not the result of untrammelled native goodness. Religion, like humanism, has always asserted the dualism of the human spirit.⁵⁸ Genuine religion must always have in some form the sense of a deep inner cleft between man's ordinary self and the divine.⁵⁹ Cowper, in accordance with the tenets of austere religion, conceives evil to be interwoven with life in its secret springs. Wherewithal shall a young man cleanse his way? "Let us obey the call of nature," said Rousseau; "we shall see that her yoke is easy and that when we give heed to her voice, we find joy in the answer of a good conscience." Cowper would have said that Leviathan is not so tamed. With an evident glance at the doctrine of the natural goodness of man, Cowper says:

Haste now, philosopher, and set him free.

. . . Make him hear

Of rectitude and fitness, moral truth

How lovely, and the moral sense how sure,

Consulted and obey'd, to guide his steps

Directly to the First and Only Fair.

Spare not in such a cause. Spend all the pow'rs

Of rant and rhapsody in virtue's praise:

Be most sublimely good, verbosely grand,

And with poetic trappings grace thy prose

Till it outmantle all the pride of verse.—

Ah, tinkling cymbal, and high sounding brass,

Smitten in vain! Such music cannot charm

Th' eclipse that intercepts truth's heav'nly beam,

And still the Still Small Voice is wanted. He must speak

Whose word leaps forth at once to its effect;

Who calls for things that are not, and they come.⁶⁰

⁵³ *Ibid.*, IV, 429-455.

⁵⁴ *Ibid.*, I, 632-641.

⁵⁵ *Ibid.*, I, 592-600.

⁵⁶ *Ibid.*, I, 608-616.

⁵⁷ Irving Babbitt, *Rousseau and Romanticism*, pp. 110-111.

⁵⁸ *Ibid.*, p. 147.

⁵⁹ *Ibid.*, p. 115.

⁶⁰ *The Task*, V, 670-687.

V

If it is thus not unreasonable to see a connection between these aspects of Cowper's poetry and his religion, there remains yet one more of which something may be said. Of this aspect of *The Task* it is even less possible to think apart from Cowper's religion. In certain types of long poems, such as *Beowulf* and the *Odyssey*, the personality of the narrator does not constitute a noticeable element. In others, it does. The personal equation in *The Task* is considerable. Its numerous autobiographical passages indeed distil a sort of essence of which the sympathetic reader is conscious. Like Dr. Johnson, Cowper is as much personality as author.

In him, somewhat opposite and conflicting elements meet. We can scarcely say of him that these elements so mix in him as to constitute an integrated whole. There is, for example, in spite of the tenderness which led Cowper to adopt pet hares and to pity caged linnets, a noticeable asperity in him. Hayley thought this derived from his frequent perusal of the Hebrew prophets.⁶¹ The magisterial in him is sometimes rather unpleasantly felt. "Mildness and meekness are not more plainly recommended in Scripture in some instances than sharpness of reproof and severity in others," he wrote upon one occasion.⁶² Yet this very sharpness of tone is connected with a nobler trait of Cowper's character, his enthusiasm for all that is admirable in private and public character. Even after he has soundly berated London for her sins, he sweepingly declaims "England, with all thy faults I love thee still!" Cowper is no mere scold. If he sometimes offends, he oftener speaks with the authority which only moral energy can confer. After all due allowance has been made for the strictness of his neo-Puritan views, there is for those who have ears to hear it, a tonic effect in many of his words:

He that takes
Deep in his soft credulity the stamp
Design'd by loud declaimers on the part
Of liberty, themselves the slaves of lust,
Incurs derision for his easy faith
And lack of knowledge, and with cause enough:
For when was public virtue to be found
Where private was not? Can he love the whole
Who loves no part? He be a nation's friend
Who is in truth the friend of no man there?
Can he be strenuous in his country's cause
Who slights the charities, for whose dear sake
That country, if at all, must be belov'd? ⁶³

While some of Cowper's biographers have marked "his masculine idiomatic strength . . . [his] plain and familiar freedom," even more of them have marked in him the traits which we ordinarily consider feminine, the qualities of gentleness and tenderness. These qualities harmonize well with his choice of the sheltered life, his praise of retirement, and his enjoyment of the benignant aspects of nature. Coupled with these qualities, his very valetudinarianism has conspired to make a special appeal to the compassionate reader.

⁶¹ *The Life and Posthumous Writings of William Cowper, Esq.*, II, 201.

⁶² *Correspondence*, I, 291.

⁶³ *The Task*, V, 496-508.

We come to feel at home with the poet of *The Task*. We watch him industriously tending garden and greenhouse. We see him standing with Mrs. Unwin on the crest of a hill, looking at the expanse of field and wood spread out before them. We learn to think of him as the friend of the shy creatures of wood and field.

Yet with all of these impressions mingles that of a spirit humble and devout beyond the measure of most human beings. Cowper produces the impression of sincerity, in the best sense of that overused word; but neither sincerity nor blamelessness expresses the idea of that positive virtue which seemed to dwell in him. The Evangelicals had a word for it, though that word sounds a little strange in a time when their language is little spoken: "holiness of heart and life." It is this which gives a special character to Cowper's "retirement"; for there is nothing noble about the retirement of the worldling or the moral coward. The often-quoted passage about "the stricken deer," in which Cowper associates the memory of his own suffering with that of "one who had himself been hurt by the archers," conveys the appeal not merely of suffering, but of saintliness.⁶⁴ There seems at last a special fitness in his remaining in that seclusion

With other views of men and manners now
Than once, and others of a life to come.

The character of Cowper itself thus becomes a sort of poetic symbol. From any such document as *The Task* preserved to us through the years we indeed glean a poetry that the poet did not write. And when, in the closing lines of *The Task*, Cowper sketches, in phrases which Wordsworth evidently recalled when he wrote his "Character of the Happy Warrior," the outlines of an ideal, we have no difficulty in identifying it as the character of one who showed a genuine heroism in the face of odds greater than most men contend against:

He is the happy man, whose life ev'n now
Shows somewhat of that happier life to come;
Who, doom'd to an obscure but tranquil state,
Is pleas'd with it, and, were he free to choose,
Would make his fate his choice; whom peace, the fruit
Of virtue, and whom virtue, fruit of faith,
Prepare for happiness. . . . Stillest streams
Of water fairest meadows, and the bird
That flutters least is longest on the wing.
Ask him, indeed, what trophies he has rais'd,
Or what achievements of immortal fame
He purposes, and he shall answer—None,
His warfare is within.

⁶⁴ *The Task*, III, 108-116.

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Meredith College

Founders' Day

FEBRUARY 3, 1939

11:00 o'Clock A.M.



ORGAN PRELUDE—Chorale *Kirnberger*

PROCESSIONAL—Senior Class

HYMN No. 32—"Come, Thou Almighty King" *Giardini*
With Descant by the Meredith Choir

INVOCATION

SCRIPTURE

ANTHEM—"How Lovely Are Thy Messengers" *Mendelssohn*
The Meredith Choir

GREETINGS FROM ALUMNAE

SOLO—"Bethlehem Cradle Song" *Brahms*
MISS ETHEL ROWLAND

ADDRESS—

GOVERNOR CLYDE R. HOEY

DEDICATION HYMN *Broughton*

CHORAL BENEDICTION *Lutkin*

RECESSIONAL—Senior Class.

4:00 to 4:30 P.M. Radio Program by Alumnae.

4:30 to 6:00 P.M. Trustees and Faculty at Home in College Parlors.

8:30 P.M. Reception by Student Government Association.

FIRST HONOR ROLL

FALL, 1938-39

Carolyn Andrews	Burlington
Lucile Aycock	Raleigh
Minetta Bartlett	Kinston
Barbara Behrman	Greensboro
Mary Frances Brown	Elizabeth City
Cora Burns	Goldsboro
Eva Butler	Whiteville
Margaret Jane Childs	Lincolnton
Edna Earle Coggins	Inman, South Carolina
Mary Virginia Council	Raleigh
Carolyn Critcher	Lexington
Mildred Ann Critcher	Lexington
Frieda Culberson	Asheville
Jessie Currin	Henderson
Kathryn Dickenson	Kinston
Ella Eddins	Long Island, New York
Jean Ellis	Marion
Mary Lee Ernest	Greenville, Alabama
Mary Elizabeth Ferguson	Durham
Frances Foster	Raleigh
Nina Gilbert	Benson
Dorothy Green	Danville, Virginia
Virginia Halstead	Kearny, New Jersey
Olive Hamrick	Raleigh
Ernestine Hobgood	Greenville
Sarah Frances Hudson	Knoxville, Tennessee
Anna Lee Johnson	Apex
Catherine Johnson	Winston-Salem
Helen Jones	Selma
Julia Reams Lee	Raleigh
Rachel Anne Lewis	Middlesex
Margaret Lee Liles	Shelby
Evelyn Marshburn	Richlands
Mary Martin	Lexington
Kathleen Midgett	Elizabeth City
Mary Lois Overby	Angier
Celeste Perry	Raleigh
Dorothy Anne Perry	Raleigh
Evelyn Short	Augusta, Georgia
Julia Squires	Wake Forest
Betty Thomasson	Danville, Virginia
Helen Turner	Newton
Theresa Wall	Winston-Salem
Lillian Watkins	Manson
Virginia Lee Watson	Charleston, West Virginia

SECOND HONOR ROLL

FALL, 1938-39

Janet Aikman	Maplewood, New Jersey
Betty Lou Anderson	Fairbluff
Elfreda Barker	Blackridge, Virginia
Lucile Brannan	Smithfield
Nancy Brewer	Wake Forest
Marjorie Burrus	Canton
Helen Canaday	Raleigh
Mary Ann Canaday	Raleigh
Marysia Chmielinska	Brookline, Massachusetts
Dorothy Crawford	Goldsboro
Alta Critcher	Williamston
Grace Croom	Kinston
Rowena Daniel	Henderson
Mrs. Lily Chow Djang	Chapel Hill (Shanghai, China)
Miriam Doub	Raleigh
Agnes Freeman	Winston-Salem
Edith Holmes Freeman	Gates
Marjorie Freeman	Sanford
Mary Caudle Gavin	Sanford
Madge Glazener	Chillicothe, Ohio
Mary Virginia Glenn	Madison
Martha Jane Goodman	China Grove
Dorothy Hagler	Gastonia
Huldah Hall	Woodsdale
Sarah Hayworth	Asheboro
Carolyn Henderson	Durham
Cornelia Herring	Zebulon
Evelyn Holyfield	Rockford
Elizabeth Howell	Suffolk, Virginia
Kathleen Jackson	Elizabeth City
Mary Susan Jackson	Raleigh
Vivien Lee Jeffreys	Hamlet
Alice Justice	Rutherfordton
Frances Lanier	Wallace
Eddie Belle Leavell	Nashville, Tennessee
Mary Lucas	Belhaven
Helen MacIntosh	Rochester, New York
Betty Brown MacMillan	Thomasville
Rachel Maness	Troy
Ruth Martin	Asheville
Nancy Nuckols	Louisville, Kentucky
Marie Thorne Perry	Millbrook
Shirley Pizer	Raleigh
Rachel Poe	Oxford
Anna Elizabeth Powell	Wallace
Ruth Purvis	Ruby, South Carolina
Martha Raspberry	Farmville
Elizabeth Richardson	Raleigh

Linda Riddle	Raleigh
Nina Lou Rustin	Penrose
Catherine Scott	Kinston
Leette Smoak	Aberdeen
Frances Snow	Siloam
Mrs. Flora Holland Snyder	Raleigh
Juanita Stainback	Henderson
Gertrude Suiter	Scotland Neck
Portia Tatum	Fayetteville
Elizabeth Tucker	Winston-Salem
Geraldine Tuttle	Winston-Salem
Georgia White	New Bern
Eunive Margaret Williams	Rose Hill
Dorothy Willson	Athens, Tennessee
Annie Elizabeth Coward	Goldsboro
Anna Summerville	Raleigh

POINTS			
<i>No. of Classes Per Week</i>		<i>Points for First Honor</i>	<i>Points for Second Honor</i>
12	-----	30	----- 22
13	-----	32	----- 24
14	-----	34	----- 26
15	-----	36	----- 28
16	-----	38	----- 30
17	-----	40	----- 32
18	-----	43	----- 34

GRADES

- A gives 3 points per semester hour of credit.
 B gives 2 points per semester hour of credit.
 C gives 1 point per semester hour of credit.
 D gives 0 points per semester hour of credit.

SERIES 32

MARCH, 1939

No. 3

MEREDITH COLLEGE

RALEIGH, N. C.

QUARTERLY BULLETIN



FORTIETH CATALOGUE NUMBER

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FOR 1939-1940

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1939

JANUARY	APRIL	JULY	OCTOBER
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1940

JANUARY	APRIL	JULY	OCTOBER
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Calendar for the Year 1939-1940

Sept. 12-13.	Tues.-Wed.	9:00 a.m. ASSEMBLY for all new students. Orientation program for all students entering Meredith for the first time. Registration of new students.
Sept. 14.	Thursday	9:00 a.m. ASSEMBLY for all students. Matriculation and Registration. Students arrange with the heads of departments for making up conditions of last semester.
Sept. 14.	Thursday	8:15 p.m. FORMAL OPENING.
Sept. 15.	Friday	8:30 a.m. LECTURES AND CLASS WORK BEGIN.
Nov. 18-24.		Applications and schedules of students who are to take examinations for making up conditions of last semester are to be filed in the Dean's office.
Nov. 30.	Thursday	THANKSGIVING DAY, A HOLIDAY.
Dec. 20.	Wednesday	12:00. CHRISTMAS VACATION BEGINS.
Jan. 3.	Wednesday	1:45. CHRISTMAS VACATION ENDS.
Jan. 10-17.		Students may submit to the Dean their schedules for the spring semester.
Jan. 18-24.		Examinations for the fall semester.
Jan. 25.	Thursday	9:00. ASSEMBLY. 9:30 to 12:30, Matriculation and registration of all students for the spring semester.
Jan. 26.	Friday	LECTURES AND CLASS WORK for the spring semester begin.
Feb. 2.	Friday	FOUNDERS' DAY.
Feb. 5-10.		RELIGIOUS EMPHASIS WEEK.
March 21.	Thursday	12:00. SPRING VACATION BEGINS.
March 28.	Thursday	1:45. SPRING VACATION ENDS.
April 17-24.		Applications and schedules of students who are to take examinations for making up conditions of last fall are to be filed in the Dean's office.
May 17-24.		Students may submit to the Dean their schedules for the work of next semester.
May 25-31.		Examinations for the spring semester.
June 3.	Monday	COMMENCEMENT.

Calendar for Summer Session, 1939

AT WAKE FOREST AND MARS HILL COLLEGES

June 6.	SUMMER SCHOOL opens.
August 5.	SUMMER SCHOOL closes.

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* Died March 12, 1939.

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University of Richmond, A.M.; Southern Baptist Theological Seminary, Th.M.;
Student, University of Leipzig; University of Richmond, D.D.

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University of North Carolina, A.B., A.M.; Graduate Student, Columbia University, University of North Carolina, and University of Maine

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University of Maine, A.B., A.M.; Yale University, Ph.D.

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Meredith College, A.B.; Duke University, A.M.

INSTRUCTOR IN MATHEMATICS

ELLA McRAE STAGG, A.B., A.M.

College of William and Mary, A.B.; Sorbonne, Diplome;
University of Pennsylvania, A.M.

INSTRUCTOR IN FRENCH

* On leave of absence 1938-1939.

***ELIZABETH GREGORY BOOMHOUR, A.B., A.M.**

Meredith College, A.B.; Cornell University, A.M.
INSTRUCTOR IN BIOLOGY AND CHEMISTRY

NANCY BLAIR ELIASON, A.B., A.M.

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Summer work at Mountain Lake Biological Station.
ACTING INSTRUCTOR IN BIOLOGY

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INSTRUCTOR IN ENGLISH

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FRANCES M. BAILEY, O.B., A.B., A.M.

Northwestern College of Speech Arts, O.B.; Intermountain Union College, A.B.;
Iowa State University, A.M.; Further graduate study, Iowa State University
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RUTH COUCH ALLEN, B.S., A.B., A.M.

Meredith College, B.S.; Meredith College, A.B.; Duke University, A.M.; Graduate
Student, Weimar-Jena Summer College, Weimar, Germany; Duke University
INSTRUCTOR IN MODERN LANGUAGES

MYRA ALLENE WILLIAMS, A.B., A.M.

Winthrop College, A.B.; University of South Carolina, A.M.; Furman University
Biological Camp; Marine Biological Laboratory, Woods Hole, Mass.;
George Peabody College for Teachers; Duke University
INSTRUCTOR IN BIOLOGY

MARGARET KRAMER, A.B.

Meredith College, A.B.
INSTRUCTOR IN CHEMISTRY AND BIOLOGY

Faculty of Department of Art

IDA ISABELLA POTEAT

New York School of Fine and Applied Arts; Cooper Union Art School, New York;
School of Applied Design, Philadelphia; Pupil of Mounier; Chase Class, London
PROFESSOR OF ART

MARY PAUL TILLERY

Meredith College, Diploma in Art; Graduate Student, Pennsylvania Academy
of Fine Arts; New York School of Fine Arts, Paris; The Breckenridge
School of Painting

ASSOCIATE PROFESSOR OF ART

CATHARINE MASON MOSELEY, A.B.

Meredith College, Diploma in Art; Meredith College, A.B.; Graduate Student,
New York School of Interior Decoration; Art Students League, New York
INSTRUCTOR IN ART

* On leave of absence 1938-1939.

Faculty of Department of Music

HARRY E. COOPER, A.B., MUS.B., MUS.D., F.A.G.O.

Ottawa University, A.B.; Horner Institute of Fine Arts, Mus.B.; Bush Conservatory, Mus.D.; American Guild of Organists, F.A.G.O.; Guy Weitz, London

PROFESSOR OF MUSIC

*MAY CRAWFORD

Graduate, Brownell Hall, Omaha, Nebraska; Student, University of Nebraska School of Music; four years in Paris; Harold Bauer; Juilliard School of Music, New York, Summer 1934, 1935

ASSOCIATE PROFESSOR OF PIANO

ETHEL M. ROWLAND

Diploma Boston Normal School; Leverett B. Merrill of Boston, Herbert W. Greene, New York; Harmony with Osborne McConathay; Harvard Summer School.

ASSOCIATE PROFESSOR OF VOICE

AILEEN McMILLAN, MUS.B.

Converse College, Mus.B.; Graduate work, Arthur Foote, John Carver Alden, Boston; Isadore Phillipp, Fontainebleau, France.

ASSISTANT PROFESSOR OF PIANO

RAGNA MARGRETHE OTTERSEN, A.B., MUS.B.Ed.

St. Olaf College, A.B.; Northwestern University, Mus.B.Ed.; former member St. Olaf Lutheran Choir.

ASSISTANT PROFESSOR OF PUBLIC SCHOOL MUSIC AND VOICE

EDGAR H. ALDEN, MUS.B.

Oberlin Conservatory of Music, Mus.B.; Reber Johnson; Theory with Arthur E. Heacox; Chautauqua, N. Y., summers 1934, 1935.

ASSISTANT PROFESSOR OF VIOLIN AND THEORY

KATHERINE M. EIDE, MUS.B.

Oberlin Conservatory of Music, Mus.B.

ASSISTANT PROFESSOR OF 'CELLO AND THEORY

ELIZABETH LEE, MUS.B.

Klindworth Conservatory of Music, Mus.B.; Student, New England Conservatory; Columbia University; Juilliard School of Music; Edwin Hughes and Ladislav Helfenbein

INSTRUCTOR IN PIANO

†VIRGINIA BRANCH, MUS.B.

Meredith College, Mus.B.; Edwin Hughes; Saacha Gorodnitaki of the Juilliard School of Music

INSTRUCTOR IN PIANO

* On leave of absence fall semester 1938-1939.

† Supplying for Miss Crawford for fall semester 1938-1939.

Student Assistants

SADA LOUISE CLARK

HELEN JONES

LILLIAN WATKINS

Student Assistants in Biology

FRANCES LANIER

KATHLEEN MIDGETT

ELEANOR SPAIN

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*BETTY BROWN McMILLAN

DOLLY MYERS

†CATHERINE SCOTT

NAOMI SOMMERVILLE

JUANITA STAINBACK

REBECCA VAUGHAN

VIRGINIA LEE WATSON

MARY ESTHER WILLIAMS

Student Assistants in Library

HAZEL JOHNSTON

ESTHER MEIGS

Student Assistants in Physical Education

NELLIE BALL

Student Assistant in Physiology

SARAH OLIVE

Student Assistant in Art

* Fall semester.

† Spring semester.

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Executive—PRESIDENT BREWER, DEAN BOOMHOUR, MISS BAKER, MISS
JOHNSON, MISS ALLEN, MISS POTEAT.

Lectures—MR. RILEY, MISS HARRIS, MISS PORTER.

Library—MR. FREEMAN, MISS ALLEN, MISS BREWER, MISS HARRIS,
MISS M. TILLERY.

Petitions — DEAN BOOMHOUR, MR. FREEMAN, MISS PRICE, MISS
KEITH, MR. RILEY.

Public Functions—MISS BAKER, MRS. SORRELL, MISS WHITE.

Concerts—MR. COOPER, MISS CRAWFORD, MR. ALDEN.

Freshman Orientation—MISS ENGLISH, MISS JOHNSON, MRS. WAL-
LACE, MISS BAKER.

Officers of the Alumnae Association, 1938-1939

President—MRS. WINGATE M. JOHNSON, Winston-Salem, N. C.

Vice President—PAT ABERNETHY, Raleigh, N. C.

Vice President Asheville Division—MRS. J. P. GOODMAN, Asheville, N. C.

Vice President Charlotte Division—MRS. EUGENE I. OLIVE, North Wilkesboro, N. C.

Vice President Elizabeth City Division—VIRGINIA BRANCH, Enfield, N. C.

Vice President Greensboro Division—MRS. J. A. MARTIN, JR., Wake Forest, N. C.

Vice President Wilmington Division—MRS. J. ABNER BARKER, Roseboro, N. C.

Recording Secretary—MRS. LEROY ALLEN, Raleigh, N. C.

Executive Secretary and Treasurer—MAE GRIMMER, Meredith College.

Commencement Speaker—MRS. FRANK POOL, Chapel Hill, N. C.

Meredith College

Foundation

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

Location

Meredith College is admirably located near the western boundary of the city of Raleigh. That Raleigh is an educational center is clearly shown by the number of schools and colleges located in its midst. The city is situated on the edge of a plateau which overlooks the coastal plain, and is 365 feet above the sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The site on which stand the buildings of Meredith College is 470 feet above the sea-level, and contains 182 acres of land. Federal highways numbers 1, 64, and 70 pass through the southern edge of the property, and there is a frontage of 1,800 feet on the Seaboard and Southern railroad tracks. Water is secured from the city of Raleigh; it is of excellent quality and is tested regularly by experts.

There are two groups of college buildings. One group consists of permanent, fireproof structures, and provides four dormitories, a library and administration building, and a dining room and kitchen building. The dormitories are three stories in height, and will accommodate one hundred and twenty-five students each. The dormitories are so arranged that there is a

bathroom between each two living rooms. Each living room provides for two students, with a separate closet for each occupant.

The other group of buildings consists of four temporary structures. One of these provides for auditorium and music studios and practice rooms. A second one has accommodations for the science departments; the equipment in these laboratories is the best that can be procured. A third building in this group provides classrooms and offices for other departments. The fourth building is a gymnasium, well equipped for its purpose.

Laboratories

Laboratories are furnished with water and gas, together with necessary supplies for individual work in chemistry, physics, biology, and home economics.

The State Museum, to which additions are continually being made, is accessible to the departments of science.

Library

The library is in charge of a trained librarian, and is scientifically classified and catalogued.

There are 22,000 volumes and 4,416 pamphlets in the library. These have been selected by heads of departments, and are in constant use by students. One hundred and eighty-six periodicals, twenty-seven college magazines, and nine newspapers are received regularly throughout the college year.

In addition to the library of Meredith College, the State College Library, the Olivia Raney Library, and the State Library are open to students. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

Religious Life

Religious activities have a definite place on the college campus. The Baptist Student Union coördinates all the religious life

through a council made up of general officers and the presidents of the four unit organizations: Y. W. A., B. T. U., Sunday School, and Service Band. The other denominations on the campus have a representative on this council. A full-time religious secretary advises and directs the work.

The Young Woman's Auxiliary has a vesper service the first three Sunday evenings of each month. The ten circles meet on the halls of the dormitories each third Friday night. This organization maintains a definite denominational affiliation, and all missionary contributions are directed through denominational channels.

The ten B. T. U.'s meet every week, first in a general meeting, and then in separate unions.

The Meredith Sunday School Department is made up of classes in the four different Baptist churches attended by Meredith girls. Members of other denominations attend the churches of their own communion.

Students interested in special forms of religious service, either on the foreign field or at home, find helpful associations in the Service Band. This year there are twenty members.

Classes in Mission Study and Sunday School and B.T.U. work are given during each college year. Arrangements are made for those wishing experience in Sunday School and church work to secure it through churches and other institutions desiring such help.

Each year, in February, a visiting speaker is secured for the purpose of leading students in a series of meetings looking toward deeper spiritual thinking and experience.

All regular students are required to attend the chapel services five days each week. All boarding students, except seniors, are required also to attend Sunday school and church services each Sunday morning, five absences without excuse being allowed during the year.

Government

A system of student government prevails in the college, the basis of which is a set of regulations agreed to by faculty and students. The executive committee of the Student Government Association has general oversight of order and deportment among the students. An advisory committee from the faculty, however, assists the students in the solving of difficult problems. The restrictions imposed by this system of government are believed to be only those which will tend to bring about a normal, wholesome student life; and any who are not willing to be guided by them should not apply for admission to the college.

Students whose general influence has not been good may be asked to withdraw.

Residence

All students not living in their own homes or with near relatives are required to live in the college dormitories. The number of resident students may not exceed five hundred.

Recognition

Meredith College is a member of the Southern Association of Colleges and Secondary Schools. Graduates who hold Meredith College degrees are eligible for full membership in the American Association of University Women. Meredith College is also on the list of colleges approved by the Association of American Universities.

Scholarships and Self-Help

1. There are thirteen endowed scholarships, each valued at \$120.00, as follows:

- a. Three E. F. Aydlett scholarships.
- b. The K. M. Biggs scholarship.
- c. The Z. M. Caveness scholarship.
- d. The Myrtle Hart Farmer scholarship.

- e. The J. M. Gardner scholarship.
- f. The Moses S. Jones scholarship.
- g. The Mrs. Sallie Bailey Jones scholarship.
- h. The Mr. and Mrs. W. H. Matthews scholarship.
- i. The J. H. Moore scholarship.
- j. The W. W. Parker scholarship.
- k. The W. A. Thomas scholarship.

2. The J. T. J. Battle scholarships (four of them), value of \$100 each.

3. Fifteen scholarships, of the value of \$100 each, administered by local chapters of Meredith College Alumnae.

4. One hundred merit scholarships will be awarded young women making the highest or next highest average in grades during the first three and one-half years of the high school course. One graduate will be received from each of 100 accredited high schools in the order in which applications are accepted. Such scholarships have a value of \$100.00 each.

5. A loan for payment of a part of college fees may be had from one of the following loan funds:

- a. The Elizabeth Avery Colton Loan Fund.
- b. The Louis M. Curtis Loan Fund.
- c. The John M. W. Hicks Loan Fund.
- d. The Helen Josephine Neal Loan Fund.
- e. The William H. Reddish Loan Fund.
- f. The Masonic Loan Fund.

If interested in this matter communicate with Mr. F. B. Hamrick, Meredith College.

- g. The Ida Poteat Loan Fund for juniors and seniors has been provided through the Alumnae of Meredith College. This fund is administered by an Alumnae committee. Application blanks are furnished upon request addressed to Miss Mae Grimmer, General Secretary of Alumnae Association, Meredith College, Raleigh, N. C.

6. There are made approximately one hundred appointments each year for self-help positions for those desiring them.

Hygiene and Care of the Sick

A well-equipped infirmary, under the direction of two graduate nurses is maintained for the benefit of students unable to attend regular work on account of sickness.

The physician in charge holds office hours at the college, at which time students may consult her upon all subjects of hygiene or concerning their personal health. The general laws of health are enforced as far as possible. It is the purpose of the college physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions. The diet of the sick is under the direction of the physician and nurse.

All necessary ocular and dental work for students should be attended to before they come to college or during a vacation. In emergencies this work may be done by specialists in Raleigh without loss of time from classes.

Vaccination against smallpox is required, and vaccination against typhoid fever is strongly advised. These should be administered before the student enters college.

Literary Societies

There are two literary societies: Philaretian and Astrotekton, meeting at frequent intervals. These societies are organized to give variety to the college life and to promote general culture.

In each society there is offered a memorial medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrews Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or social clubs of any sort is, therefore, prohibited.

College Publications

By the College

The Bulletin.—This is the official publication of the college, and appears quarterly. It will be mailed to any address regularly upon request to the President.

By the Students

The Acorn.—This is the literary magazine of the students. It will be mailed to any address upon receipt by the business manager of the subscription price—two dollars and fifty cents.

Oak Leaves, the college annual, is published by the literary societies. Anyone desiring a copy should communicate with the business manager of the annual.

The Twig.—Published fourteen times a year by the students. Communications should be addressed to the business manager of *The Twig*.

Personal Items

Students should bring with them towels, sheets, pillow, pillowcases, couch covers (or counterpanes), and all other bed coverings that are likely to be needed. Those expecting to arrive in Raleigh in the afternoon or at night should put sheets and towels in their suitcases. All rooms are furnished with single beds.

All laundry must be clearly marked with indelible ink.

The laundry fee (\$10.00) collected by the college covers cost of flat work only. Each student may have each week two sheets, two pillowcases, one counterpane, four towels, one bureau scarf.

Each student should be provided with overshoes, an umbrella, and a raincoat.

All windows are provided with shades. Curtains, draperies, rugs, and pictures from home will make the room more attractive.

Summer Session

Meredith College combines with Wake Forest College to operate a summer session. Wake Forest has operated a summer law school for more than forty years, and has operated an academic division for eighteen years. In 1933 Meredith joined its forces with those of Wake Forest to enlarge and strengthen the summer session. Beginning with the summer of 1935, and since that time, two divisions of the summer session have been operated, one at Wake Forest College and the other at Mars Hill College. Mars Hill has been in operation for more than three quarters of a century, and is placing its resources at the command of the two colleges, and is coöperating in every way to make the summer session outstanding in spirit and in the type of work done. Both divisions are on a parity and are fully accredited by the State Department of Education for all the certificates issued by the department—elementary, high school, principal's and superintendent's.

The courses offered are an integral part of the work of the coöperating colleges and offer excellent opportunities for college students to earn additional credits toward degrees, and for teachers to earn credits for their own advancement and for raising their certificates. Nine to ten semester hours constitute the normal load for the nine weeks session.

The attendance in the summer sessions has increased from less than five hundred in 1934 to more than one thousand in 1936-1938.

A separate bulletin is issued for the summer session. For further information, address B. Y. Tyner, Director of the Mars Hill Division, Meredith College; or Dean D. B. Bryan, Wake Forest College, Wake Forest, North Carolina.

Expenses

Semester

Board, literary tuition, room (with light, heat, and water), and other college fees.....\$225.00

The room reservation fee of \$10.00, paid before assignment of room, is included in the above charges, and will be credited on the semester's account.

PAYMENT OF FEES, SESSION 1938-1939

At fall semester matriculation:

By resident students.....\$100.00

By day students..... 30.00

By special students, one-half of semester's fees.

On November 10, by all students, balance of account for fall semester.

At spring semester matriculation:

By resident students.....\$100.00

By day students..... 30.00

By special students, one-half of semester's fees.

On March 31, by all students, balance of account for spring semester.

Departmental fees are extra, as follows:

*Per
Semester*

Piano	\$37.50	\$45.00
Organ		45.00
Violin		45.00
Cello		45.00
Voice	\$37.50	45.00
Art		35.00
For each additional art course		20.00
Art studio fee		2.50
Art Education 20-21 fee		2.00
Art Industrial fee		2.00
Single lessons in art.....		2.50
Single lessons in organ (30 min. duration)		2.50
Book fee, Solfeggio 16-17, 26-27, 36-37		1.00
Biological laboratory fee		3.00
Chemical laboratory fee		3.00
Physics laboratory fee		3.00
Cooking laboratory fee.....		7.50
Sewing laboratory fee.....		1.00
Speech, private lessons.....		25.00
Use of piano one hour daily.....		4.50
For each additional hour.....		2.25
Use of organ, per hour.....		.15 and .25

Expenses of Day Students

Per
Semester

Tuition	\$ 60.00
Library fee	5.00

Departmental fees are extra, according to courses taken.

See statement of departmental fees above.

Expenses of Special Day Students

Per
Semester

For one-class course.....	\$ 20.00
For two-class course.....	40.00
For three-class course.....	60.00

Subjects with laboratory courses require payment of laboratory fees.

Graduation fee, including diploma, \$5.00.

Directed teaching fee, \$15.00.

Home management apartment fee, \$10.00.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves will be refunded. But in event of sickness of such a nature as in the opinion of the college physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the executive committee; provided, that no reduction will be made for absence of less than four weeks.

In view of the uncertainty of the cost of provisions, the price of board cannot be guaranteed. It is hoped that no emergency will arise to require any additional charge.

The medical fee of \$10.00 meets the charges for the college physician and the college nurse. Any service in addition to this, as well as all prescriptions, will be paid for by the patron receiving the benefit of the same.

The student budget fee is required of all resident students and of all day students taking as many as three subjects. This fee meets a student's obligations to the several student organiza-

tions, and includes subscriptions to the three student publications. The fee amounts to \$10.00 per year and is handled through the Student Government Committee.

Registration

On days of registration at the beginning of each semester each student is required to pay to the bursar the required fee, and show receipt for the same to the dean at the time of registration. Matriculation and registration are not completed until the course of study for the semester is approved by the dean.

No student may enter any class at the beginning of either semester until she has paid the required fee.

Any student who fails to register with the dean at the appointed time will be required to pay the bursar an additional fee of \$1 and to show receipt for the same to the dean. This special fee of \$1 will be required of those who are late in entering as well as those who neglect to arrange their courses with the dean, and will not be deducted from any bill. For time of registration, see pages 3 and 33.

To secure rooms, application must be accompanied by a deposit of \$10. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

Admission Requirements

Fifteen units are required for admission to Meredith College.

Students are admitted to the college either (A) by certificate or (B) by examination.

A. The fifteen units offered for entrance must be certified by the principal of an accredited high school. A student who wishes to apply for admission by certificate should send to the president for a blank certificate, and have it filled out and signed by the principal of the school she is attending. This certificate should be filled out by the high school official and sent to Meredith College as soon as the final grades of the high school course are determined. All certificates should be filed in the president's office before August of the year in which the student wishes to enter.

B. Students who cannot present a certificate from an accredited school will be required to pass examinations before entering the college. Application for taking college entrance examinations should be made to the president of Meredith College before August of the year in which the student wishes to enter.

A student who presents the fifteen units for entrance, but who is deficient in some part or parts of the prescribed entrance requirements of the course for which she registers, will be allowed to enter the college. A student will be given two units of credit for entrance for a year's course in foreign language in the college. Deficiencies must be satisfied by the beginning of the third year.

Admission to College Classes

For admission to the freshman class a candidate must offer fifteen units of credit. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a

secondary school year, and is estimated to be equivalent to one-fourth of the work of one year in the high school.

Every candidate for a degree must offer:

English	4	units
Mathematics { Algebra	1.5	units
{ Plane Geometry	1	unit
Foreign languages { Latin	2	units
{ French		
{ German		
{ *Spanish		
History	1	unit
†Electives.....	5.5	units
<hr/>		
Total.....	15	units

Admission to Advanced Standing

A student applying for advanced standing or credit from another institution must present the following information:

(a) A certificate of honorable dismissal from the institution last attended. (b) An official transcript of her record at such institution, together with a catalogue that describes the courses taken. (c) Details of the units offered for college entrance and the name of the high school from which the entrance units were received. All of this information should be sent from the institution last attended to Meredith College at least two weeks before the opening of the session. Students who have completed two years of college work must indicate the major, minor and the other subjects that they expect to pursue the first semester.

When the candidate comes from an institution belonging to the Southern Association of Colleges and Secondary Schools or an association of equal rank, she will be given credit for the

* Spanish is accepted for entrance, but no Spanish is offered in Meredith.
† Electives may be chosen from the regular courses recommended by accredited high schools of North Carolina. Not more than two units of vocational subjects will be counted.

successful completion of courses that correspond to those offered by Meredith College. Credit for laboratory work will be estimated on the same basis as is allowed for corresponding work in Meredith College.

The maximum credit accepted from a junior college is sixty-two semester hours. Not more than thirty-two semester hours will be counted for the work of one year in a junior college.

Summer School Credits

The student should have the announcement of the summer school that she is to attend, and should secure the written approval of the heads of the departments for the courses that she plans to take. The names of these courses and the outline of the courses should be filed with the Committee on Advanced Standing before commencement. The student will be advised what credit will be allowed for the proposed summer work. The maximum credit allowed on a degree for a term of six weeks is seven semester hours; for nine weeks, ten semester hours; for twelve weeks, fourteen semester hours.

Definition of Entrance Requirements

ENGLISH (4 units)

The four units of English offered by students from an accredited high school will be accepted. Following the requirements of the National Conference on Uniform Entrance Requirements, the department expects that in all written work the student should pay constant attention to spelling and punctuation, and to the structure of sentences, paragraphs, and whole compositions. In all oral work there should be constant insistence upon the elimination of personal speech defects and of obscure enunciation. It is expected that the student be able to read with intelligence and appreciation work of moderate difficulty, and show familiarity with a few masterpieces.

FRENCH (2 units)*

FIRST-YEAR FRENCH (1 UNIT)

A. Careful drill in phonetics and grammar. Stress should be placed on French life and culture. Reading of 150-200 pages of easy French. Frequent dictations and oral exercises.

SECOND-YEAR FRENCH (1 UNIT)

B. Study of grammar continued. Reading of 300-400 pages of selected texts. Dictation and oral exercises. Geography of France and French civilization.

GERMAN (2 units)*

FIRST-YEAR GERMAN (1 UNIT)

A. Grammar and drill in pronunciation. Oral exercises and dictation. Reading of 150-200 pages from easy texts. German life and culture stressed.

SECOND-YEAR GERMAN (1 UNIT)

B. Grammar continued. Oral exercises and dictation. Reading of 300-400 pages of selected texts. Geography of Germany and German civilization.

LATIN (4 units)*†

FIRST-YEAR LATIN (1 UNIT)

(1) A thorough knowledge of forms and principles of syntax.

SECOND-YEAR LATIN (1 UNIT)

(2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

THIRD-YEAR LATIN (1 UNIT)

(3) Cicero, six orations, including the Manillian Law. At least one period a week should be devoted to prose composition.

FOURTH-YEAR LATIN (1 UNIT)

(4) Vergil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week.

* Entrance work in foreign languages exceeding two units may count as elective entrance units.

† The work of schools that follow the recommendations of the report of the Classical investigation will be accepted for any year of high school work.

HISTORY AND SOCIAL SCIENCE (4 units)*

The candidate may offer as many as four of the following units in history:

(a) Ancient history to the fifth century or to about 800 A.D., or early European history to about the beginning of the eighteenth century (1 unit).

(b) Medieval and modern European history, or modern European history from about the beginning of the eighteenth century (1 unit).

(c) English history (1 unit).

(d) American history (1 unit).

(e) Civics, economics, sociology ($\frac{1}{2}$ or 1 unit each).

MATHEMATICS (2.5 units)†

ALGEBRA (1.5 UNITS)

The requirements in algebra include the following subjects: The four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportions, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

PLANE GEOMETRY (1 UNIT)

The usual theorems and problems of some good textbook in plane geometry, together with a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

* Entrance work in history and social science exceeding one unit may count as elective entrance units.

† An additional half-unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given for algebra. Solid geometry may be offered as an elective and counts one-half unit.

SOLID GEOMETRY ($\frac{1}{2}$ UNIT)

This work should complete the chapters on straight lines and planes in space, prisms and cylinders, pyramids and cones, and spheres. Special emphasis should be placed on applications, the student solving a large number of problems illustrating the theorems of the text.

BIBLE (Elective)

Entrance credit of one unit may be allowed for work in one or more of the following branches of religious education: (1) Bible history, (2) Sunday School pedagogy, (3) missions.

SCIENCE (Elective)**PHYSIOLOGY AND HYGIENE ($\frac{1}{2}$ UNIT OR 1 UNIT)**

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

PHYSICAL GEOGRAPHY ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

PHYSICS ($\frac{1}{2}$ UNIT OR 1 UNIT)

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time should be given to individual laboratory work, which should be reported in carefully prepared notebooks.

BOTANY ($\frac{1}{2}$ UNIT OR 1 UNIT)

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relation of plants to other living things. A large part of this information should be gained by laboratory and field work.

CHEMISTRY ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should include the general laws and theories of chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds.

GENERAL SCIENCE ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should serve as an introduction to the study of the various branches of science, and should be based on some standard text.

HOME ECONOMICS (1 UNIT OR 2 UNITS)

A full unit in cooking will not be given unless a notebook certified by the teacher is presented. A unit or two units in this subject will be allowed, according to the time given to it. Two double laboratory periods will count for two recitations.

General Regulations of Academic Work

Routine of Entrance and Registration

1. *Enrollment.* All students, upon arrival in the city, will report to the office of the dean of women and enroll.

2. *Matriculation.* Each semester every student will pay to the bursar the required matriculation fee. Days for matriculation are as follows: for the first semester, September 12, 13 and 14, and second semester, January 25.

3. *Registration.* Each semester every student will come to the dean's office, exhibit her matriculation card, and have her course of study for the semester approved by the dean.

September 12 and 13, orientation and preliminary registration of all new students. September 14, 9:00 to 3:30, will be for registration of all former students who are to continue work.

January 25, 9:00 to 12:30, will be for registration of all students who are to continue work for the spring semester. Registration is not completed until the matriculation card is signed by the dean and returned to the student. The penalty for not completing registration on time is an extra fee of \$1.00.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters parents and students are notified if students are not making satisfactory grades.

The grade of scholarship is reported in letters. A, B, C, and D indicate passing grades; E indicates a condition; F indicates that the student has failed and that the subject must be repeated in class.

The college reserves the right to exclude, at any time, a student whose academic standing or conduct it regards as undesirable.

Classification

Students are classified at the beginning of each semester. All freshmen are required to have at least fifteen standard units. The requirements for advancement in classification are as follows:

		<i>Semester hours</i>	<i>Quality points</i>
To sophomore	{ Fall	24	0
	{ Spring	39	12
To junior	{ Fall	54	24
	{ Spring	69	40
To senior	{ Fall	84	64
	{ Spring	92	84

Conditions

A student who is conditioned on any of the work of a semester will be given only one examination for removal of the condition.

Conditions for the work of the first semester must be removed on the first week of the next May, or on Wednesday of the opening week of the next session. Conditions for the work of the second semester must be removed on Wednesday of the opening week of the next session, or on the first week of the next December. A student may take only one examination for making up any one condition. If the student does not remove the condition at one of these two times she will be required to repeat the work in class.

A senior who has any condition at the end of the first semester must remove that condition before the end of the next March. A senior who has any condition on the work of the second semester will be given one opportunity to remove the condition during the first three days of the week following senior examinations.

A senior who does not have all conditions satisfied at the time specified will be dropped from the senior class. She will be

given one opportunity to make up each condition at the regular time for making up conditions during the following year, and will be graduated at the next commencement after she has made up all conditions.

No student will receive credit for work in any subject until her condition or deficiency in that subject is removed.

No student will be allowed an examination on other dates than those arranged above until she shall have shown to the dean good reason for it and paid to the bursar one dollar for the library fund. In the case of conflict with other college duties, or illness, this fee will be remitted.

The Department of English may impose a condition in English composition upon a student who hands in to any department a paper which contains gross violations of the fundamentals of English composition.

Requirements for Graduation

To be entitled to a degree, the student must during her college course prove herself to be of worthy character, and must complete in a satisfactory way the course of work prescribed for the degree in the school from which she wishes to be graduated. Unless she comes from a senior college approved by the Southern Association of Colleges and Secondary Schools, or by an association of equal rank, the candidate for a degree must spend at least two years in residence. The last work that is to count toward a degree must be done at Meredith. One hundred twenty semester hours are required for graduation. The grades on the one hundred twenty semester hours must be sufficient to entitle the student to one hundred twenty quality points.* A student taking part of her work in another institution must make grades in Meredith College sufficient to entitle her to as many quality points as semester hours required in Meredith College.

A senior taking a prescribed freshman course will receive only two-thirds of the regular credit for such course. Any deficiency in the number of prescribed hours resulting from the forfeiture of credit resulting from the application of this rule may be satisfied by substituting an equal number of hours of free elective credit.

Underclassmen and juniors are required to take not less than fifteen hours of work a week. Seniors are required to take at least fourteen hours of work each semester. Seniors who are doing Directed Teaching may take as few as twelve hours.

No student may take more than sixteen hours work unless she passed in fifteen hours the preceding semester and has permission from the faculty.

The maximum number of hours of credit that will be allowed during any semester is eighteen.

A student wishing to make up work under a tutor must consult the dean at the time she arranges her regular work.

*A grade of A gives three points, B gives two points, and C gives one point for each semester hour that counts towards graduation.

Degrees

The college confers the degrees of Bachelor of Arts and Bachelor of Science.

The requirements for the A.B. degree are 45 to 55 prescribed semester hours, 39 to 55 semester hours for major and minor, and free electives sufficient to make a total of 120 semester hours (pages 38-39). For the degree 120 quality points are required.

The requirements for the degree of Bachelor of Science with a major in piano, organ, violin, violoncello, composition, voice, or public school music are given on page 90.

Preparation for Technical Work

For students who are preparing to enter technical schools, two hours of laboratory work will be considered equal to one hour of lecture or recitation, and the number of hours required for graduation will be increased according to the number of hours of laboratory taken.

A student planning to pursue the study of medicine, nursing, or the work of a technician can take at Meredith prerequisites in these fields. Such a student should obtain a copy of the requirements of the particular institution she intends to enter, and should choose her major, minor, and electives according to the requirements and suggestions of that institution.

Requirements for Degrees

A.B. Degree

1.	<i>Semester hours</i>
(a) English Composition 10-11	6
(b) English Literature 20-21	6
(c) Foreign language	*6 or 12
(d) **Social science. One of the two following:	
(1) History 10-11, (2) Economics 20-21.....	6
(e) Religion 16-17 or 20-21.....	6
(f) General Psychology 20	3
(g) Science. One of the three following:	
(1) Biology 12-13, (2) Chemistry 10-11,	
(3) Physics 30-31	6
(h) One of the three following:	
(1) Ancient language, (2) Mathematics	
10-11, (3) a second laboratory science.....	6
(i) **Fine arts: a theoretical course in art, Funda-	
mentals of Speech 10, or Music Appreciation	
23.2	2

2. Electives to be distributed as follows:

(a) A major elected from any department shown below as offering such, and a minor in any department not chosen for the major. Subjects required may count on a major or minor. The number of semester hours required by each department is given below. The details of requirements for a major and minor are given with the description of courses in each department.

	<i>Major</i>	<i>Minor</i>
Art	28	18
Biology	24	18
Chemistry	31	20
Economics, sociology	24	18
Education:		
Grade school	24	18
High school	21	18
English	30	24

* Only six semester hours of foreign language will be required of a student who has credit for four entrance units in foreign language. A beginning course in Latin, French or German will not satisfy this requirement.

** A course in social science or fine arts is not required of students majoring in home economics.

	<i>Major</i>	<i>Minor</i>
French	24	18
German	---	18
Greek	---	18
History	24	18
Home economics	24	18
Latin	24	18
Mathematics	24	18
Music, theoretical	---	18
Psychology, philosophy	24	18
Religion	24	18
Speech Arts	---	18
General science	30	18

(b) Free electives sufficient to make a total of one hundred twenty semester hours, when added to the required and major subjects. Free electives may include any subject offered as a major, not previously included in the major or minor subjects; or practical music, not exceeding twelve semester hours. In order to receive credit for practical music the student must offer an equal amount of theoretical music with grades of C or higher.

(c) One hundred twenty quality points.

Degree of B.S.

The requirements for the B.S. degree are outlined on pages 90, 91.

Schedule of Examination

FALL SEMESTER

<i>Class</i>	<i>Examination</i>
12:00 M.W.F.....	10-12 Thur.
12:00 T.T.S.....	2- 4 Thur.
1:45 M.W.F.....	10-12 Fri.
1:45 T.T.S.....	2- 4 Fri.
2:45 M.W.F.....	10-12 Sat.
2:45 T.T.S.....	2- 4 Sat.
8:30 M.W.F.....	10-12 Mon.
8:30 T.T.S.....	2- 4 Mon.
9:30 M.W.F.....	10-12 Tue.
9:30 T.T.S.....	2- 4 Tue.
11:00 M.W.F.....	10-12 Wed.
11:00 T.T.S.....	2- 4 Wed.

SPRING SEMESTER

<i>Class</i>	<i>Examination</i>
12:00 M.W.F.....	10-12 Sat.
12:00 T.T.S.....	2- 4 Sat.
1:45 M.W.F.....	10-12 Mon.
1:45 T.T.S.....	2- 4 Mon.
2:45 M.W.F.....	10-12 Tue.
2:45 T.T.S.....	2- 4 Tue.
8:30 M.W.F.....	10-12 Wed.
8:30 T.T.S.....	2- 4 Wed.
9:30 M.W.F.....	10-12 Thur.
9:30 T.T.S.....	2- 4 Thur.
11:00 M.W.F.....	10-12 Fri.
11:00 T.T.S.....	2- 4 Fri.

The first day of the week on which an irregular class meets determines the time of the examination.

Schedule of Recitations

8:30—Mon. Wed. Fri	8:30—Tue. Thur. Sat.	9:30—Mon. Wed. Fri.	9:30—Tue. Thur. Sat.	11:00—Mon. Wed. Fri.	11:00—Tue. Thur. Sat.
<p>Art 20-21 (a) Wed. Fri., 36-37 Mon.</p> <p>Biol. 35, 36 Mon. Wed., 37 Eng. 10-11 (a) ; 49 ; 60 French 4-5 ; 10-11 (a) Hist. 36, 37</p> <p>Home Ec. 35 Fri. 37 Mon. Wed.</p> <p>Latin 10, 11</p> <p>Math. 20-21</p> <p>Psychol. 32 ; 35</p> <p>Religion 20, 21 (a)</p> <p>Speech 10-11 (a)</p> <p>Music 10.0-11.0 (a) Wed. Fri. ; 23.2 ; 36.6-37.6 Wed. Fri. ; 40.1 Mon. Wed.</p>	<p>Art 26-27 Tue. Thur. Chem. 10-11 ; 43</p> <p>Ec.-Soc. 26, 27</p> <p>Ed. 35, 40</p> <p>Eng. 10-11 (b) ; 20-21 (a) ; 32, 33</p> <p>Hist 10, 11 (a)</p> <p>Home Ec. 60</p> <p>Latin 8-9</p> <p>Math. 40, 41</p> <p>Psychol. 20S ; 30</p> <p>Philos. 30, 31</p> <p>Relig. 20, 21 (b)</p> <p>Music 16.0-17.0 ; 20.1-21.1 ; 34.6-35.6 Tues. Thur. Wed.</p>	<p>Chem. 40 Wed. Fri.</p> <p>Ec.-Soc. 20-21</p> <p>Ed. 31 F ; 45</p> <p>Eng. 10-11 (c) ; 46, 47</p> <p>French 10-11 (b, c)</p> <p>German 10-11</p> <p>Hist. 10, 11 (b) ; 46, 47</p> <p>Home Ec. 31 Wed.</p> <p>Latin 41 ; 60</p> <p>Math. 10, 11 (a) Mon.</p> <p>Psychol. 20 (a) Mon.</p> <p>Philos. 22, 23</p> <p>Relig. 16, 17 (a)</p> <p>Speech 10-11 (b)</p> <p>Music 30.0-31.0 Mon. Wed.</p>	<p>Biol. 12-13 (a) Tue. Thur. ; 40</p> <p>Ec. Soc. 42 ; 47</p> <p>Ed. 32S</p> <p>Eng. 10-11 (d) ; 20-21 (b) ; 42-43</p> <p>French 20-21 (a, b)</p> <p>German 6-7 (a, b)</p> <p>Hist. 26, 27 (a)</p> <p>Home Ec. 10-11 Tue. Thur. ; 15</p> <p>Math. 10, 11 (b) ; 60</p> <p>Psychol. 33F</p> <p>Philos. 20 ; 41</p> <p>Speech 31, 32 Tue. Thur. Music 36 0-37.0</p>	<p>Art 10-11 Mon.</p> <p>Biol. 12-13 (b) Wed. Fri.</p> <p>Ec.-Soc. 30, 31</p> <p>Ed. 48, 49</p> <p>Eng. 40 ; 45</p> <p>Hist. 34 ; 39</p> <p>Math. 30-31</p> <p>Psychol. 33</p> <p>Relig. 32 ; 39</p> <p>Speech 10-11 (c)</p> <p>Music 26.0-27.0 ; 32.0-33.0 Wed. Fri.</p>	<p>Ed. 31 (b) ; 32 ; 34</p> <p>Eng. 10-11 (e) ; 20-21 (b) ; 47</p> <p>French 6-7</p> <p>German 4-5 (a, b)</p> <p>Hist. 10, 11 (c) ; 30, 31</p> <p>Math. 10, 11 (c)</p> <p>Physics 30-31</p> <p>Psychol. 20 Tue. Thur., 20 (d) Sat. ; 21 Tue. Thur.</p> <p>Relig. 16, 17 (b) ; 26 ; 33</p> <p>Speech 33, 34 Tue. Thur. Music 20.0-21.0 Tue. Thurs.</p>
<p>Laboratory</p> <p>Biol. 12-13 (b) Wed. Fri. Home Ec. 20-21 (a) Fri.</p>	<p>Laboratory</p> <p>Biol. 12-13 (a) Tue. Thur.</p>	<p>Laboratory</p> <p>Biol. 12-13 (b) Wed. Fri. Home Ec. 20-21 (a) Fri., 31 Mon.</p>	<p>Laboratory</p> <p>Biol. 12-13 (a) Tue. Thur.</p>	<p>Laboratory</p> <p>Biol. 12-13 (c) Mon. Wed. ; 23 (a) Mon. Chem. 10-11 (b) Wed. Fri. ; 20-21 (a) Mon. Home Ec. 10-11 (a) Mon. ; 10-11 (b) Wed. Fri. ; 30 Mon., 31 Fri.</p>	<p>Laboratory</p> <p>Biol. 12-13 (d) Tue. Thur. Chem. 10-11 (a) Tue. Thur.</p>

12:00—Mon. Wed. Fri.	12:00—Tue. Thur. Sat.	1:45—Mon. Wed. Fri.	1:45—Tue. Thur.	2:45—Mon. Wed. Fri.	2:45—Tue. Thur.
<p>Art 26-27 Wed.; 38-39 Mon.</p> <p>Biol. 32, 33 Fri.</p> <p>Ec-Soc. 34, 45</p> <p>Ed. 46, 47</p> <p>Eng. 10-11 (f)</p> <p>French 42-43 Wed. Fri.</p> <p>German 10-11 Wed. Fri.</p> <p>Hist. 10, 11 (d); 42, 43</p> <p>Home Ec. 30 Wed. Fri.</p> <p>Latin 20, 21 Wed. Fri.</p> <p>Speech 40-41</p> <p>Music 10.0-11.0 (b) Wed. Fri.; 42.6 Wed. Fri.</p>	<p>Biol. 20 Tue. Thur.; 21 Tue.</p> <p>Chem. 20-21; 30 Tue. Thur.</p> <p>Ed. 34; 39</p> <p>Eng. 10-11 (g); 34-35 Thur.</p> <p>French 10-11 (d, e); 30-31</p> <p>Greek 20-21</p> <p>Hist. 10, 11 (e); 26, 27 (b); 60</p> <p>Home Ec. 40, 41</p> <p>Relig. 42, 45</p>	<p>Art 30-31; 46-47 Wed. Mon.; 61</p> <p>Biol. 32, 33 Mon.; 61</p> <p>Chem. 61 Mon.</p> <p>Eng. 20-21 (c); 38-39</p> <p>French 10-11 (f)</p> <p>Geog. 30, 31</p> <p>Hist. 10, 11 (f); 35</p> <p>Home Ec. 20-21 Fri.</p> <p>Latin 6-7</p> <p>Math. 10, 11 (d)</p> <p>Relig. 30</p> <p>Music 44.1 Wed. Fri.</p>	<p>Art 20-21 (b)</p> <p>Biol. 23 Thur.</p> <p>Eng. 30-31 (x) Tue.; 36, 37 Tue.</p> <p>Hist. 28, 29 Tue.</p> <p>Home Ec. 32 Tue.; 34</p> <p>Latin 44, 45</p> <p>Music 38.6, 39.6; 40.6, 41.6</p>	<p>Art 16-17 Wed.</p> <p>Ed. 31 (c); 44</p> <p>Eng. 10-11 (h); 20-21 (d)</p> <p>French 60 Wed. Fri.</p> <p>Greek 30-31</p> <p>Math. 23</p> <p>Music 10.6; 11.6 Mon. Fri.</p>	<p>Art 33 Tue.; 18-19 Tue.; 35 Thur.</p> <p>Psychol. 20 (b) Tue., 20 (c) Thur.</p>
<p>Laboratory</p> <p>Biol. 12-13 (c) Mon. Wed.; 23 (a) Mon. Wed. Wed. Fri.</p> <p>Chem. 10-11 (b) Wed. Fri.; 20-21 (a) Mon. Wed.</p> <p>Home Ec. 10-11 (a) Mon.; 10-11 (b) Wed. Fri.; 30 Mon., 31 Mon. Fri.</p>	<p>Laboratory</p> <p>Biol. 12-13 (d) Tue. Thur.</p> <p>Chem. 10-11 (a) Tue. Thur.</p>	<p>Laboratory</p> <p>Biol. 32, 33 Wed. Fri.; 61 Wed. Fri.</p> <p>Chem. 40 Wed. Fri.; 61 Wed. Fri.</p> <p>Home Ec. 20-21 (a) Mon.; 20-21 (b) Wed.; 45 Fri.</p>	<p>Laboratory</p> <p>Biol. 12-13 (e); 20, 21; 36 (a) Tue., 36 (b) Thur.</p> <p>Chem. 10-11 (d); 20 (b); 30, 33; 43 Thur.</p> <p>Home Ec. 32 Thur.</p>	<p>Laboratory</p> <p>Biol. 12-13 (f) Mon. Fri.; 32, 33 Wed. Fri.; 61 Wed. Fri.</p> <p>Chem. 10-11 (c) Mon. Fri.; 40 Wed. Fri.; 61 Wed. Fri.</p> <p>Home Ec. 10-11 (a) Mon.; 20-21 (a) Mon.; 20-21 (b) Wed. Fri.; 45 Mon. Fri.</p> <p>Physics 30-31 Mon. Psychol. 21 Wed.</p>	<p>Laboratory</p> <p>Biol. 12-13 (e); 20-21; 23 (b); 36 (a) Tue., 36 (b) Thur.</p> <p>Chem. 10-11 (d); 20 (b); 30; 43 Thur.</p> <p>Home Ec. 32; 34</p>

Courses of Instruction

NOTE.—A course given an even number is offered the first semester; a course given an odd number is offered the second semester; a course with an even number followed by an S is a first semester course offered the second semester; a course with an odd number followed by an F is a second semester course offered the first semester. A course given two numbers separated by a hyphen continues through the year; a course given two numbers separated by a comma consists of two parts, either or both of which may be taken.

Courses given a number less than 20 are intended for freshmen; those numbered 20 to 29 for sophomores; 30 to 39 for juniors; 40 to 59 for seniors. Those numbered 60 to 69, or music courses ending in .6, are courses in methods.

I. Art

IDA ISABELLA POTEAT, *Professor*

MARY PAUL TILLERY, *Associate Professor*

CATHARINE MOSELEY, *Instructor*

The system of instruction in this department seeks to develop creative ability in the student, to stimulate appreciation of art, and to gain intellectual breadth and enriched culture through acquaintance with the various forms of art wherever found.

In order to receive credit for a technical course, a student must carry an equal number of hours of historical work.

The requirements for a major are 10-11, 16-17, 30-31, 40-41 or 42, 43, four hours elective in historical work and 10 hours of technical art. Students who plan to teach art are required to take 20-21, 33, 35.

The requirements for a minor are 10-11, 16-17, 30-31, four semester hours of elective work in historical art, and two semester hours of technical art. Industrial Art 33 should be taken in connection with Applied Design 35 in order to meet the state requirements for a grade certificate.

A. Historical

10-11. Art Appreciation.

Required of freshmen who major in art. Credit: two semester hours for the year. Monday, 11:00.

A study of composition; the content and esthetic qualities in sculpture and painting; observation of color and light effects in nature.

MISS POTEAT

20-21. Art Education.

Credit: four semester hours for the year. (a), Wednesday, Friday, 8:30; (b), Tuesday, Thursday, 1:45.

First semester: the elements and principles of design with application to problems in everyday life. Second semester: the aims of art in the public school with selection, preparation, and use of illustrative material and creative work to fit the needs of children of different grades.

(A fee of \$2.00 is charged for materials.)

MISS TILLERY

MISS MOSELEY

22-23. History of Ornament.

Credit: four semester hours for the year. Tuesday, Thursday, 8:30.

A study of the origin, development, significance, and application of styles of ornament through the ages with attention to certain general laws which appear in styles of different periods independent of individual peculiarities of each.

MISS MOSELEY

30-31. History of Art.

Open to all juniors and seniors. Credit: six semester hours for the year. Monday, Wednesday, Friday, 1:45.

A survey of the history of the important styles of architecture, sculpture, painting, and the minor arts.

MISS POTEAT

33. Industrial Art.

Prerequisite: Art Education 20. Credit: one semester hour. Tuesday, 2:45.

An attempt to show the vital relation of art to life and industry and to develop an appreciation for the beautiful and the power to produce beautiful things. To be taken in connection with Applied Design 35.

MISS MOSELEY

40-41. Advanced History of Art.

Open to all seniors. Two hours a week. Credit: four semester hours for the year. Class hours to be arranged.

An intensive study of selected subjects and periods in art, with lectures, discussions, and special papers.

MISS POTEAT

***[42. The Art of the Renaissance.**

Prerequisite: History of Art 30-31. Credit: two semester hours. Tuesday, Thursday, 12:00.

The Renaissance movement in Italy as seen in architecture, sculpture, and painting; its development and influence in other countries down to the nineteenth century.]

MISS POTEAT

***[43. Modern Art.**

Prerequisite: History of Art 30-31. Credit: two semester hours. Tuesday, Thursday, 12:00.

The important art movements and theories from the eighteenth century to the present time. Special attention given to contemporary art.]

MISS POTEAT

B. Technical**16-17. Drawing and Composition.**

Credit: four semester hours for the year. Lecture: Wednesday 2:45, and five studio hours a week.

A basic course dealing with the principles of drawing and composition. Problems in the organization of line, form, tone, and color with special attention to the laws of perspective. Various media to be used.

MISS POTEAT, MISS TILLERY

18-19. Costume Design.

Credit: four semester hours for the year. Lecture: Tuesday 2:45, and five studio hours a week.

Elements and principles of costume design based on a survey of historic and national costume to familiarize the student with the modern trend in styles; creative problems in designing costumes for various occasions, fabrics, and types.

MISS MOSELEY

26-27. Color and Design.

Credit: four semester hours for the year. Lecture: Wednesday, 12:00 and five studio hours a week.

A study of color theories and design principles; analysis of motifs and structural principles found in historic ornament; experiments with decorative composition and pure design.

MISS TILLERY

* Not given in 1939-1940.

35. Applied Design.

Thursday, 2:45. Three studio hours a week for one semester.
Credit: one semester hour.

Problems in linoleum block printing, book making, leather work,
and weaving. MISS TILLERY

(A fee of \$2.00 charged for materials.)

36-37. Painting.

Credit: four semester hours for the year. Lecture: Monday,
9:30 and five studio hours a week.

Experimental studies in oil and water color using still life, land-
scape, and the draped life model as subjects. MISS POTEAT

MISS TILLERY

38-39. Interior Decoration.

Prerequisite: 16-17, 30-31, or 26-27. Credit: four semester
hours for the year. Lecture: Monday 12:00, and five studio
hours a week.

A survey of period furniture and architectural backgrounds with
original adaptation of these to practical modern problems; render-
ings in various media, in elevation and perspective.

MISS MOSELEY

46-47. Painting.

Credit: four semester hours for the year. Lecture: Wednes-
day 1:45, and five studio hours a week.

A continuation of 36-37 emphasizing the study of form, color, and
composition as shown in portrait, figure, still life, and landscape
studies; figure composition in the studio as well as out of doors
encouraged. STAFF

II. Biology

LENA AMELIA BARBER, *Professor*

DR. BESSIE EVANS LANE, *Professor of Physiology
and Hygiene*

*ELIZABETH BOOMHOUR, *Instructor*

NANCY BLAIR ELIASON, *Instructor*

MYRA ALLENE WILLIAMS, *Instructor*

MARGARET KRAMER, *Instructor*

The requirements for a major are 12-13, 20, 32, and 10 hours elected from 21, 23, 33, 36, 37, 40.

The requirements for a minor are 12-13, 20, 32, and 4 hours elected from 21, 23, 33, 36, 37, 40.

Chemistry 10-11 is required for a major or minor in biology.

12-13. General Biology.

Biology 12 is required of freshmen majoring in home economics. Elective for others. Two lectures and four laboratory hours a week. Credit: six semester hours for the year. Lectures: (a), Tuesday, Thursday, 9:30; (b), Wednesday, Friday, 11:00. Laboratory: (a), Tuesday, Thursday, 8:30-10:30; (b), Wednesday, Friday, 8:30-10:30; (c), Monday, Wednesday, 11:00-1:00; (d), Tuesday, Thursday, 11:00-1:00; (e), Tuesday, Thursday, 1:45-3:45; (f), Monday, Friday, 2:45-4:45.

A course aiming to present the most important biological facts and principles, and so to relate them that the student can apply them to the ordinary affairs of life. A study of protoplasm, the cell, the rôle of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, disease, death, the rôle of micro-organisms, growth, reproduction, and heredity. The types of organisms studied in the laboratory, beginning with unicellular forms and leading up to vertebrates, an intensive study being made of the frog. The study of plants emphasized the first semester and that of animals the second semester.

Lectures: MISS BARBER

Laboratory: STAFF

* On leave of absence, 1938-1939.

20. General Botany.

Six hours laboratory and field work a week. Credit: four semester hours. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

MISS BARBER

21. Plant Taxonomy.

Prerequisite: Biology 12-13, 20, or a year of standard high school biology or botany. Credit: three semester hours. Lecture: Tuesday, 12:00. Laboratory and field studies: Tuesday, Thursday, 1:45-4:45.

A study of the external morphology, identification, classification, and distribution of plants in the vicinity.

MISS BARBER

23. Bacteriology.

Required of sophomores majoring in home economics. Elective for others. Prerequisite: Biology 12 and Chemistry 10-11 or their equivalents. Credit: three semester hours. Lecture: Thursday, 1:45. Laboratory: (a) Monday, Wednesday, 11:00-1:00. (b) Tuesday, Thursday, 2:45-4:45.

A general study of bacteria, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work includes culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, water, and milk; and experiments on fermentation.

MISS ELIASON

32. Invertebrate Zoology.

Prerequisite: Biology 12-13. Credit: four semester hours. Lectures: Monday, 1:45; Friday, 12:00. Laboratory: Wednesday, Friday, 1:45-4:45.

A course dealing with the morphology, physiology, life history, and economic importance of a series of invertebrate animal types.

MISS ELIASON

33. Comparative Anatomy of Vertebrates.

Prerequisite: Biology 12-13. Credit: four semester hours.
Hours same as for course 32.

Lectures dealing with the morphology, physiology, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, reptiles, birds, and mammals, to be dissected in the laboratory.

MISS WILLIAMS

35. Elementary Physiology and Hygiene.

Especially adapted to students preparing to teach home economics, or in the elementary grades or who are not to take 36, 37. May be elected by sophomores who are not to take 36, 37. Credit, three semester hours. Monday, Wednesday, Friday, 8:30.

MISS WILLIAMS

36. Human Physiology.

Prerequisite: Biology 12-13, Chemistry 10-11. Especially adapted to students preparing to study medicine, nursing, or as technicians. Not for those who elect 35. Credit: three semester hours. Lectures: Monday, Wednesday, 8:30. Laboratory: (a) Tuesday 1:45-4:45; (b) 1:45-4:45.

Anatomy to be studied only as far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscles and nervous systems of other mammals and simple experiments.

Lectures: DR. LANE

Laboratory: MISS WILLIAMS

37. Hygiene.

Prerequisite: Biology 36 or its equivalent. Required of students preparing to teach in the grades. Elective for others. Monday, Wednesday, Friday, 8:30.

A standard course in "First Aid" to be given during the first six weeks of the spring semester. Those meeting the requirements will be given a certificate in "First Aid" by the American Red Cross. Personal, school, and community hygiene to be studied the remainder of the semester.

DR. LANE

40. Genetics.

Prerequisite: Biology 12-13 or its equivalent. Credit: three semester hours. Tuesday, Thursday, Saturday, 9:30.

A study of the principles of heredity and variation. Results of recent investigations in both botany and zoology included in discussions.

MISS ELIASON

61. The Teaching of Science.

Open to juniors and seniors taking a major in biology, chemistry, or general science. Credit: three semester hours. Lecture: Monday 1:45. Laboratory: Wednesday, Friday, 1:45-3:45.

A study of the materials and the methods used in teaching the sciences in high school.

MISS ELIASON, MISS YARBROUGH

III. Chemistry

MARY ELIZABETH YARBROUGH, *Professor*

MARGARET MOORE COOPER, *Assistant Professor*

MARGARET KRAMER, *Instructor*

The requirements for a major are 10-11, 20-21, 30, 33, 40, 43. Physics 30-31 is required of students majoring in chemistry.

The requirements for a minor are 10-11 and 12 hours elected from other courses in the department, exclusive of 61.

10-11. General Chemistry.

Required of freshmen majoring in home economics. Elective for others. Credit: eight semester hours for the year. Lectures: Tuesday, Thursday, Saturday, 8:30. Laboratory: (a) Tuesday, Thursday, 11:00-1:00; (b) Wednesday, Friday, 11:00-1:00; (c) Monday, Friday, 2:45-4:45; (d) Tuesday, Thursday, 1:45-3:45.

A study of the occurrence, preparation and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject traced and the fundamental principles of chemistry discussed as far as possible. Special emphasis laid upon practical application of the science to daily life.

Lectures: MISS COOPER

Laboratory: STAFF

20-21. Organic Chemistry.

Prerequisite: Chemistry 10-11. Credit: eight semester hours for the year. Lectures: Tuesday, Thursday, Saturday, 12:00. Laboratory 20: (a) Monday, Wednesday, 11:00-1:00; (b) Tuesday, Thursday, 1:45-3:45. Laboratory 21: Monday, Wednesday, 11:00-1:00.

A systematic study of both the aliphatic and aromatic series. The laboratory work introduces the student to the fundamental methods of preparation and purification of typical organic compounds.

MISS YARBROUGH

30. Qualitative Analysis.

Prerequisite: Chemistry 10-11. Two lectures and six hours of laboratory work a week. Credit: four semester hours. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

The theoretical and practical study of methods of separation and identification of the more common cations and anions.

MISS COOPER

33. Quantitative Analysis—Volumetric.

Prerequisite: Chemistry 10-11, 30. Credit: four semester hours. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

The classroom work devoted to the discussion of the volumetric methods used in the laboratory, including the chemical calculations involved. Laboratory work given to standard volumetric methods of analysis.

MISS COOPER

40. Quantitative Analysis—Gravimetric.

Prerequisite: Chemistry 10-11, 30. Two lectures and six hours laboratory work a week. Credit: four semester hours. Lectures: Wednesday, Friday, 9:30. Laboratory: Wednesday, Friday, 1:45-4:45.

A study of the principles of quantitative separations. Chemical calculations. Laboratory work devoted to standard gravimetric methods of analysis.

MISS COOPER

43. Chemistry of Food and Nutrition.

Prerequisite: Chemistry 20-21. Credit: four semester hours. Lectures: Tuesday, Thursday, Saturday, 8:30. Laboratory: Thursday, 1:45-4:45.

A study of the chemistry and functions of foodstuffs; the amounts of food required in nutrition; and the composition and nutritive value of food materials.

Text: Sherman, *Chemistry of Food and Nutrition, Fifth Edition.*

MISS YARBROUGH

61. Teaching of Science.

For description of course see Biology 61.

MISS YARBROUGH

IV. Economics and Sociology

MAUDE CLAY LITTLE, *Assistant Professor*

The requirements for a major are 20-21, 26, 27, 47, and 9 semester hours elected from 30, 31, 34, 42, 45.

The requirements for a minor are 20-21, 26, 27, and 6 semester hours elected from 30, 31, 34, 42, 45, 47.

20-21. Principles of Economics.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 9:30.

26. Principles of Sociology.

Open to sophomores, juniors, and seniors. Tuesday, Thursday, Saturday, 8:30.

27. Modern Social Problems.

Prerequisite: Sociology 26. Open to sophomores, juniors, and seniors. Tuesday, Thursday, Saturday, 8:30.

30. The Economics of Consumption.

Prerequisite: Economics 20-21. Monday, Wednesday, Friday, 11:00.

A study of individual, family, and national consumption.

31. Labor Problems.

Prerequisite: Economics 20-21. Monday, Wednesday, Friday, 11:00.

A consideration of the problems of modern labor, such as unemployment, industrial insurance, trade unionism, and the status of the laborer.

34. Urban Sociology.

Prerequisite: Sociology 26. Monday, Wednesday, Friday, 12:00.

A study of human ecology, with especial emphasis on urban social problems.

42. Race Problems.

Prerequisite: Sociology 26. Tuesday, Thursday, Saturday, 9:30.

The history, causes, and effects of immigration; methods of assimilation.

45. Public Welfare.

Prerequisite: Sociology 26. Monday, Wednesday, Friday 12:00.

A study of the organization of social work.

47. Social Problems of the Family.

Prerequisite: Sociology 26. Open to seniors only, except by special permission. Tuesday, Thursday, Saturday, 9:30.

The historical development and contemporary problems of marriage and the family.

V. Education

BUNYAN Y. TYNER, *Professor*

ETHEL EVANGELINE ENGLISH, *Assistant Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

BESSIE MYERS BROWN, *Instructor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the state. Courses marked (R) are required of all students who expect to secure a certificate of any kind; those marked (H) of those desiring certificates to teach high school subjects, public school music, or fine arts; those marked (P) of those desiring to teach in primary grades 1-3; those marked (G) of those desiring to teach in grammar grades 4-7. Courses marked (E) may be taken to meet professional requirements for all certificates. Students intending to teach should confer with the Department of Education during their sophomore year to make sure that they will meet the requirements for the State A grade certificate.

Majors in Education

Students pursuing the program of studies leading to the A-grade certificate on either the primary or grammar grade level will automatically make education their major. In addition to the pro-

professional courses outlined on pages 54-55, at least one of the following courses in education is required for the major: Education 34, 39, 40, 45, making a total of 24 semester hours. For those pursuing courses leading to teaching in the high school, if education is made the major, in addition to the professional courses outlined on page 53, at least two of the education courses numbered 33, 34, 39, 40, 45 must be taken, making a total of at least 24 semester hours. Care should be exercised to see that the major and minor total the catalogue requirement, and that the requirements of the department in which the minor falls are met. Courses in education are open as general electives to those not majoring in education. Certain courses in psychology may be counted on education majors and minors, with the advice and approval of the head of the Department of Education.

Minors in Education

Students wishing a minor in elementary education will take the following subjects: Education 31 and 35, and at least four subjects from the following group: Education 34, 39, 44, 45, 46, 47, 48, 49. Total 18 semester hours.

Those desiring a minor on the secondary school level will take the following subjects: Education 31 and 32 and at least four subjects from the following group: Education 34, 39, 40, 45, 60, 70. Total 18 semester hours.

Certain courses in psychology may be counted on an education minor, with the advice and approval of the head of the Department of Education.

HIGH SCHOOL TEACHER'S CERTIFICATES

Those who expect to secure a grade A certificate, to teach in high school, must meet the requirements listed below. *It is recommended that students be able to teach at least two subjects in the high school. Majors and minors may be used to this end, but it should be noted that the requirements for state certificates and the college requirements for majors and minors do not always coincide.*

I. Subject-Matter Courses

A major and minor should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

English (24), French (18), German (18), Latin (24), history and social science (24), mathematics (15), science (30). The fol-

lowing combinations are suggested: English-Latin, English-French, English-history, Latin-French, history-mathematics, history-French, science-mathematics, or—

A major should be selected from the following: fine arts (30); public school music (30), including three semester hours in voice; home economics (45).

II. Professional Courses

Educational Psychology (Ed. 31).....	3 semester hours
Principles of Secondary Education (Ed. 32).....	3 semester hours
Materials and Methods of Teaching the Major and Minor Subjects (Ed. 60 or 61).....	3 or 6 semester hours
Six semester hours chosen from courses in edu- cation marked (E).....	6 semester hours
Observation and Directed Teaching (Ed. 70).....	3 semester hours
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Total required	18 semester hours

These courses should be taken in the order here listed, all preceded by General Psychology. All students planning to teach on the high school level are advised to take Physical Education 40-41.

GRADE SCHOOL TEACHER'S CERTIFICATES

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree, meet the following specific requirements:

I. Subject-Matter Courses

English, including 6 hours of composition.....	12 semester hours
*Children's Literature (Education 35).....	2 or 3 semester hours
American History and Citizenship (26, 27).....	6 semester hours
Geography (30, 31).....	6 semester hours
Drawing (Art Education 20, 21).....	4 semester hours
Industrial Arts (Art 33, 35).....	2 semester hours
Music 10.6; 11.6; 23.2.....	3 or 4 semester hours
Physiology and Health Ed. (Biol 36, 35 or 37)....	6 semester hours
Phys. Ed. 60-61 (certificate credit only).....	2 semester hours

* The State Department of Education counts Children's Literature as English and not as Education.

II. Professional Courses

Educational Psychology (Ed. 31).....	3 semester hours
Child Psychology (Ed. 33)	3 semester hours
School Org. and Classroom Procedures (Ed. 44)....	3 semester hours
*Educational Measurements (Ed. 34)	3 semester hours
Elementary Education—Primary or Grammar	
Grades (Ed. 46, 47 or 48, 49).....	6 semester hours
Observation and Directed Teaching (Ed. 70).....	3 semester hours
For Major (Ed. 34, 39, 40, 45).....	3 semester hours
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Total.....	24 semester hours

*Students majoring in primary education may substitute some other course in education for Educational Measurements if they so desire.

To meet the State physical education requirement of 2 semester hours, course 60-61 may be substituted for a year of physical education required of all candidates for a degree.

ELEMENTARY EDUCATION

(Suggested order of arrangement)

FRESHMAN YEAR

	Sem. Hrs.
English 10-11	6
Modern or ancient language.....	6
History 10-11 or Religion 16, 17.....	6
Biology 12-13 or Chemistry 10-11.....	6
Mathematics 10-11, or one of the options listed above.....	6
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	30

SOPHOMORE YEAR

	Sem. Hrs.
English 20-21	6
Modern or ancient language.....	6
Psychology 20	3
Art. Ed. 20-21	4
Music 10.6, 11.6	3
¹ Electives	8 to 10
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	30 to 32

¹ With the approval of the head of the Department of Education, Educational Psychology may be taken during the second semester of the sophomore year if Psychology 20 has been taken in the first semester. If Education 31 has been taken in the sophomore year an elective may be taken in its place the first semester of the junior year.

JUNIOR YEAR

	Sem. Hrs.
¹ Education 31	3
Psychology 33	3
Education 46-47 or 48-49	6
History 26, 27.....	6
Geography 30, 31.....	6
² Industrial Arts 33, 35.....	2
³ Electives	4 to 6
	<hr/>
	30 to 32

SENIOR YEAR

	Sem. Hrs.
Education 35	3
Education 44	3
Biology 36, and 35 or 37.....	6
⁴ Education 34	(3)
Education 70 or 71.....	3
Physical Education 60-61	(2)
³ Electives	12 to 15
	<hr/>
	30

Education Courses

31F, 31. Educational Psychology.

Prerequisite: Psychology 20. (a), Monday, Wednesday, Friday, 9:30; (b), Tuesday, Thursday, Saturday, 11:00; (c), Monday, Wednesday, Friday, 2:45. (a), first semester only. (b) and (c), second semester only.

An attempt to give the student a knowledge of psychological principles in their educational aspects. Especial attention to learning.

MR. TYNER

¹ With the approval of the head of the Department of Education, Educational Psychology may be taken during the second semester of the sophomore year if Psychology 20 has been taken in the first semester. If Education 31 has been taken in the sophomore year an elective may be taken in its place the first semester of the junior year.

² If necessary in order to get in a minor, Industrial Arts 33, 35 may be omitted until the senior year.

³ Students should plan a minor the first semester of the junior year and carry it through both the junior and senior years.

⁴ Required on the grammar grade level. Recommended for primary and high school teachers as an elective in education.

32, 32S. Principles of Secondary Education. (H)

Elective for juniors and seniors. Prerequisite or parallel: Educational Psychology 31. First semester, Tuesday, Thursday, Saturday, 11:00; second semester: Tuesday, Thursday, Saturday, 9:30.

A consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; student guidance and accounting; managerial factors; records and reports.

MR. TYNER

33F, 33. Child and Adolescent Psychology. (P-G-E)

For description of course, see Child and Adolescent Psychology 33 (p. 80). 33F, Tuesday, Thursday, Saturday, 9:30; 33, Monday, Wednesday, Friday, 11:00.

MISS BROWN

34. Educational Measurements. (G-E)

Tuesday, Thursday, Saturday, 12:00.

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school and to those majoring in the social sciences.

MISS ENGLISH

35. Children's Literature. (P-G)

Elective for juniors. Tuesday, Thursday, Saturday, 8:30.

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization and story-telling, and other factors, including the activities of the children which influence oral and written speech.

MISS ENGLISH

39. History of Education. (E)

Elective for juniors and seniors. Prerequisite: History 10, 11. Tuesday, Thursday, Saturday, 12:00.

A survey of educational theories and practices from primitive times to the present; designed to provide a background for an approach to contemporary educational problems. The major emphasis placed on modern education.

MRS. WALLACE

40. Administration and Supervision of Public Education. (E)

Open to juniors and seniors. Prerequisite: Ed. 31, and 32 or 44. Tuesday, Thursday, Saturday, 8:30.

A course dealing with the general principles of administration and supervision of public education. The influence of the several factors of control noted and evaluated. The principal emphasis in the course to be placed, however, upon the teacher's relation to the administrative and supervisory officials of the school system, with a view to the improvement of instruction in the classroom and the effective coördination of the various activities of the school as a whole.

MR. TYNER

44. School Organization and Classroom Procedure. (P-G)

Required of students working toward elementary certificate. Elective for juniors. Not open to students taking Education 32. Monday, Wednesday, Friday, 2:45.

An attempt to consider in the light of scientific investigation and experience some of the factors and problems which confront the teacher in her daily work: the curriculum; the teacher; organization and control; extra-curricular activities; the school plant; records and reports; relation of teachers and pupils to one another; relation of school to community.

MISS BROWN

45. Philosophy of Education. (E)

Open to juniors and seniors. Prerequisite: Ed. 31, and 32 or 44. Monday, Wednesday, Friday, 9:30.

An examination and discussion of the place of education in society, especially in its relationship to democracy. The viewpoints of such leaders as Plato, Aristotle, Locke, Hume, and Spenser considered, with the major emphasis, however, upon the views of contemporary educational leaders—Dewey, Horne, Kilpatrick, Bode, Kuehner, Demiashkevich, Morrison, Monroe, Briggs, and others. *The Educational Frontier*, a recent publication, and the magazine *The Social Frontier*, given special consideration.

MR. TYNER

46. Elementary Education: Grades 1-3.

Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching reading, language, spelling, and writing in the primary grades. Observation required and activities stressed.

MISS BROWN

47. Elementary Education: Grades 1-3.

Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching arithmetic, health, and social studies in the primary grades. Observation required and activities stressed.

MISS BROWN

48. Elementary Education: Grades 4-7.

Monday, Wednesday, Friday, 11:00.

A study of materials and methods of teaching reading, language, spelling and writing in the grammar grades. Observation required. Teaching on the basis of directed learning through activity programs also considered.

MISS ENGLISH

49. Elementary Education: Grades 4-7.

Monday, Wednesday, Friday, 11:00.

A study of materials and methods in the grammar-grade subjects other than reading, language, spelling, and writing. Observation required and units of work developed and evaluated.

MISS ENGLISH

Departmental Courses (Materials and Methods)**60-61.**

Description of these courses will be found under the several departments. Courses numbered 60-61, inclusive, count as education, three hours of which are required for a high school certificate to teach in one field; six hours may be taken by those who wish a certificate to teach in two fields. The letter after the number indicates the department from which the principal subject-matter of the

course is taken. The following courses are offered for teachers on the high school level:

- 60 E. The Teaching of English.
- 61 F. The Teaching of French.
- 60 H.E. The Teaching of Home Economics.
- 60 L. The Teaching of Latin.
- 60 M. The Teaching of Mathematics.
- 39.6 Mus. The Teaching of Music in the High School.
- 60 S. The Teaching of Science.
- 60 Soc. Sci. The Teaching of the Social Sciences.
- 40-41 or 60-61 P.E. The Teaching of Physical Education.

Observation and Directed Teaching*

70, 71.

It is contemplated that seniors will do observation and teaching for an hour a day for one full semester to meet the requirements for the State A grade certificate. At least 60 clock hours should be planned, fully one half of which must be in actual teaching. Students are encouraged to get in as much more observation and teaching under supervision and guidance as time will permit. Arrangements are provided for this work to be done under well qualified and experienced teachers in some of the most progressive schools in the State. Hours will be arranged to meet the schedule and convenience of the student and of the school in which the observation and teaching are to be done. *At least two consecutive class periods should be reserved in the schedule of seniors planning to teach in either the fall or spring semester.* Prerequisites to teaching on the high school level are: Education 31, 32, and 60 or 61 in the subject in which teaching is to be done. On the elementary level: Education 31, 44, and 46-47, or 48-49. The work essentially as outlined in the junior year is recommended. The department also expects a student to rank well in scholarship, especially in her major and minor subjects, and in other ways to show promise of becoming a successful teacher, before being assigned to a school for supervised teaching. Students are advised so to plan their schedules that they will not have to carry more than twelve to fourteen hours of work, including teaching, during the semester in which supervised teaching is done. Fee \$15.00. *Three semester hours credit.*

*If all the requirements have been met except observation and directed teaching, the Class B certificate will be issued. After one year of successful teaching experience the applicant may then be issued the Class A certificate.

VI. English

JULIA HAMLET HARRIS, *Professor*

MARY LYNCH JOHNSON, *Associate Professor*

*MARY JAMES SPRUILL, *Assistant Professor*

PAULINE AIKEN, *Acting Assistant Professor*

LOUISE LANHAM, *Instructor*

NORMA ROSE, *Instructor*

English 10-11 is prerequisite for English 20-21; English 20-21 is prerequisite for all other courses in English except English 34-35 and English 38-39.

The requirements for a major are 10-11, 20-21, 32-33 or 42-43, 38-39, and 6 semester hours elected from 34-35, 36, 37, 40, 41, 42-43, 45, 46, 47, 49, 50-51, 52, 53.

The requirements for a minor are 10-11, 20-21, 32-33 or 42-43, 38-39.

Students with advanced standing who take a major or minor in English will be expected to take at Meredith the courses above 21 required for majors or minors.

10-11. English Composition.

Required of freshmen. (a), Monday, Wednesday, Friday, 8:30; (b), Tuesday, Thursday, Saturday, 8:30; (c), Monday, Wednesday, Friday, 9:30; (d), Tuesday, Thursday, Saturday, 9:30; (e), Tuesday, Thursday, Saturday, 11:00; (f), Monday, Wednesday, Friday, 12:00; (g), Tuesday, Thursday, Saturday, 12:00; (h), Monday, Wednesday, Friday, 2:45.

Composition based on selected masterpieces of literature. Themes and conferences. STAFF

20-21. Outline History of English Literature.

Required of sophomores. (a), Tuesday, Thursday, Saturday, 8:30; (b), Tuesday, Thursday, Saturday, 9:30; (c), Tuesday, Thursday, Saturday, 11:00; (d), Monday, Wednesday, Friday, 1:45; (e), Monday, Wednesday Friday, 2:45.

A general survey of English literature through the eighteenth century. MISS JOHNSON, MISS AIKEN, MISS LANHAM, MISS ROSE

30-31x. Fundamentals of English Composition.

Required of juniors and seniors who have a condition in English composition. No credit. Tuesday, 1:45. MISS AIKEN

* On leave of absence 1938-1939.

32. The Histories and Comedies of Shakespeare.

Open to juniors and seniors. Required of students taking a major or a minor in English. Tuesday, Thursday, Saturday, 8:30. MISS HARRIS

33. The Tragedies of Shakespeare.

Open to juniors and seniors. Required of students taking a major or a minor in English. Tuesday, Thursday, Saturday, 8:30. MISS HARRIS

34-35. Advanced Composition.

Open to sophomores, juniors, and seniors. Thursday, 12:00. MISS HARRIS

36. Contemporary Drama.

Open to juniors and seniors. Tuesday, 1:45. MISS LANHAM

37. Contemporary Prose Fiction.

Open to juniors and seniors. Tuesday, 1:45. MISS LANHAM

38-39. Old English.

Open to sophomores, juniors, and seniors. Required of students taking a major or a minor in English. Monday, Wednesday, Friday, 1:45.

A study of the language, with selected readings from Old English prose and poetry. A study of Middle English during half the second semester.

MISS JOHNSON

40. Milton.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A study of the poetry and of selections from the prose of Milton.

MISS HARRIS

*[41. Browning.

Open to juniors and seniors. Monday, Wednesday, Friday, 9:30.

A study of Browning, supplemented by selections from Tennyson and Arnold.]

MISS JOHNSON

* Not given in 1939-1940.

42-43. The Principles of Literary Criticism.

Open to seniors. Tuesday, Thursday, Saturday, 9:30.

A study of the most important theories of poetry and of the principles of literary criticism. Reading of examples of the various types of literature for the application of these principles.

MISS HARRIS

45. American Literature of the Nineteenth Century.

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

MISS HARRIS

46. Chaucer.

Open to juniors and seniors. Prerequisite: English 38-39. Monday, Wednesday, Friday, 9:30.

A study of the language and writings of Chaucer, with especial attention to *The Canterbury Tales*.

MISS JOHNSON

47. English Romantic Poetry of the Nineteenth Century.

Open to juniors and seniors. Monday, Wednesday, Friday, 9:30.

A study of Wordsworth, Shelley, and Keats, supplemented by selections from Coleridge, Byron, and Scott.

MISS JOHNSON

49. Eighteenth Century Prose.

Open to juniors and seniors. Monday, Wednesday, Friday, 8:30.

A study of eighteenth century prose, with emphasis on Johnson and his circle.

MISS AIKEN

50-51. Beowulf.

Open to juniors and seniors. Prerequisite: English 38-39. Hour to be arranged. Credit: two hours for the year.

MISS JOHNSON

***[52. The Contemporary Essay.**

Tuesday, 1:45.]

MISS LANHAM

* Not given in 1939-1940.

*[53. Contemporary Poetry.

Tuesday, 1:45.]

MISS LANHAM

60. The Teaching of English.

Open to seniors taking a major or a minor in English. Monday, Wednesday, Friday, 8:30.

A review of the subject-matter and a study of the methods involved in teaching English in high school. Discussions, reports, papers, and conferences.

MISS AIKEN

VII. French

CATHERINE ALLEN, *Professor*MARY LOUISE PORTER, *Associate Professor*ELLA McRAE STAGG, *Instructor*

The requirements for a major are 10-11, 20-21, 30-31, 42-43. The requirements for a minor are 10-11, 20-21, 30-31.

4-5. Elementary French.

A course for those who do not offer French for entrance. Credit: two units or six semester hours for the year. Monday, Wednesday, Friday, 8:30.

This course includes: (1) a practical study of French pronunciation; (2) a thorough presentation of functional grammar; (3) readings based on French life and French institutions.

MISS PORTER

6-7. Elementary and Intermediate French.

A continuation of French 4-5. Prerequisite: one unit of French. Credit: two units or six semester hours for the year. Tuesday, Thursday, Saturday, 11:00

MISS STAGG

10-11. Composition and Advanced Grammar.

Prerequisite: French 4-5 and 6-7, or equivalent preparation. (a) Monday, Wednesday, Friday, 8:30; (b), (c), Monday, Wednesday, Friday, 9:30; (d), (e), Tuesday, Thursday, Saturday, 12:00; (f), Monday, Wednesday, Friday, 1:45.

Review of French syntax; phonetics; dictation; classroom use of French whenever possible. A course intended to encourage appreciation of the language and of the civilization.

MISS PORTER and MISS STAGG

* Not given in 1939-1940.

20-21. Survey of French Literature.

Prerequisite: French 10-11. (a), (b), Tuesday, Thursday, Saturday, 9:30.

A course providing an historical background and biographical sketches, and including a study of pronunciation, grammar, and French composition.

MISS PORTER and MISS STAGG

30-31. French Poetry.

Prerequisite: French 20-21. Tuesday, Thursday, Saturday, 12:00.

The middle ages, the poetry of chivalry, the courtly lyric of the fourteenth and fifteenth centuries. The sixteenth century court and religious poetry. The seventeenth century reform in poetry, the lyric element in the work of the classic writers. The eighteenth century; the end of classicism. The nineteenth century romantic poetry, Parnassian poetry, contemporary poetry.

MISS ALLEN

42-43. Development of the French Novel.

Prerequisite: French 30-31. Monday, Wednesday, Friday, 12:00.

Origin of prose fiction in the middle ages. General tendencies of seventeenth century fiction. The eighteenth century; the novel as a study of society. The historical novel of the nineteenth century. The tendency of contemporary fiction.]

MISS ALLEN

60. The Teaching of French.

Monday, Wednesday, Friday, 2:45.

Reports and discussion of methods. Consideration of modern language texts. *Modern Language Journal* read and discussed. Review of grammar.

MISS ALLEN

VIII. German

CATHERINE ALLEN, *Professor*

RUTH COUCH ALLEN, *Instructor*

The requirements for a minor are 4-5, 6-7, 10-11.

4-5. Elementary German.

A course intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language. Credit: two units or six semester hours for the year. Tuesday, Thursday, Saturday, 11:00.

Grammar, prose composition, drill in phonetics, reading of short stories and plays by modern writers, conversation, dictation. Emphasis on German life, culture, and geography. STAFF

6-7. Elementary German.

Prerequisite: One year of German. Credit: two units or six semester hours for the year. Tuesday, Thursday, Saturday, 9:30.

Study of grammar continued. Reading, prose composition, and conversation. Themes in simple German based upon texts read to encourage appreciation of the language and of the civilization. STAFF

10-11. German Literature.

A course presupposing a good knowledge of German grammar and the ability to understand simple German. Credit: six semester hours for the year. Wednesday, Friday, 9:30.

Introduction to German literature. Outline of the history of German literature. Reading of selected dramas and poems of Lessing, Schiller, and Goethe, with a study of their lives.

Grammar, composition, and conversation continued.

20-21. German Lyric Poetry.

Three hours a week. Prerequisite: German 10-11.

Development of German lyric poetry from the earliest period to contemporary poetry.

German conversation. Conversation based on subjects connected with modern Germany, its life, customs, and institutions. An opportunity to acquire fluency and accuracy in the use of the language, a good working vocabulary, and much valuable information.

IX. History

SAMUEL GAYLE RILEY, *Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

ALICE BARNWELL KEITH, *Assistant Professor*

The requirements for a major are 10, 11, 26, 27, two of 34, 39, 42, 43, and six semester hours elected from courses numbered 30 or over.

The requirements for a minor are 10, 11, 26, 27, and 34, 39 or 42, 43.

Students who enter Meredith as juniors or seniors and wish to take a major or a minor in history will be expected to take work in history every semester until graduation.

History 10, 11 are prerequisites for all other courses in history.

10. Ancient and Medieval Backgrounds of Modern Civilization.

For freshmen and sophomores. (a), Tuesday, Thursday, Saturday, 8:30; (b), Monday, Wednesday, Friday, 9:30; (c), Tuesday, Thursday, Saturday, 11:00; (d), Monday, Wednesday, Friday, 12:00; (e), Tuesday, Thursday, Saturday, 12:00; (f), Monday, Wednesday, Friday, 1:45.

Conducted by means of informal discussions, occasional hour examinations, and a final examination at the close of the semester. A loose-leaf notebook and a large amount of collateral reading required of each student.

STAFF

11. Modern European History Since 1500.

For freshmen and sophomores. Hours and methods same as those of course 10.

STAFF

26, 27. American History.

Prerequisite: History 10, 11. A survey course. (a), Tuesday, Thursday, Saturday, 9:30; (b), Tuesday, Thursday, Saturday, 12:00.

MR. RILEY, MISS KEITH

28, 29. Modern Biography.

Open to sophomores, juniors, and seniors. Tuesday, 1:45.

MR. RILEY

30. European International Relations 1871-1914.

Prerequisite: History 10, 11. A study of European diplomacy in the period before the World War. Tuesday, Thursday, Saturday, 11:00.

MRS. WALLACE

31. Recent European History.

Prerequisite: History 10, 11 or an equivalent. Tuesday, Thursday, Saturday, 11:00.

MRS. WALLACE

34. Political and Social History of the American Colonies.

Prerequisite: History 26, 27. Monday, Wednesday, Friday, 11:00.

MISS KEITH

35. The British Empire.

Prerequisite: History 10, 11. Monday, Wednesday, Friday, 1:45.

MISS KEITH

36. Ancient History.

Prerequisite: History 10, 11 or an equivalent. Monday, Wednesday, Friday, 8:30.

Designed to meet the needs of students of the classics, and of those preparing for high school teaching.

MRS. WALLACE

37. Medieval European History.

Prerequisite: History 10, 11 or an equivalent. Monday, Wednesday, Friday, 8:30.

MRS. WALLACE

39. Southern History.

Prerequisite: History 26, 27. Monday, Wednesday, Friday, 11:00.

MR. RILEY

42. The United States in the Twentieth Century.

Prerequisite: History 26, 27. Monday, Wednesday, Friday, 12:00.

MR. RILEY

43. Studies in the Social History of the United States, 1829-1861.

Prerequisite: History 26, 27. Hours same as course 42.

MR. RILEY

46. National Government of the United States.

Prerequisite: History 26, 27 or an equivalent. Monday,
Wednesday, Friday, 9:30. MISS KEITH

47. State and Local Government in the United States.

Prerequisite: History 26, 27 or an equivalent. Monday,
Wednesday, Friday, 9:30. MISS KEITH

60. The Teaching of the Social Sciences.

Open by permission of the instructor or the head of the
department concerned. Tuesday, Thursday, Saturday, 12:00.

MRS. WALLACE

(Also described as Education 60H. Credit in Education.)

X. Home Economics

ELLEN DOZIER BREWER, *Professor*

JENNIE M. HANYEN, *Associate Professor*

The requirements for a major are 24 semester hours of work in home economics, 18 semester hours of which shall be courses numbered 30 or over and taken at Meredith College. There must be as much as nine semester hours of work in textiles and clothing or 12 semester hours of work in foods. If both textiles and clothing and foods are taken, only one elementary course may be counted toward the major.

The requirements for a minor are 18 semester hours of work in home economics, 12 semester hours of which shall be courses numbered 30 or over and taken at Meredith College. There must be at least nine semester hours of work in textiles and clothing or nine semester hours of work in foods.

Students majoring in home economics with a view to teaching it should include in their course, in addition to the general requirements for the degree, the following courses: In the freshman year, Textiles and Clothing 10; in the sophomore year, Bacteriology, Chemistry 20, Physiology 35, and Foods and Cookery 20-21; and in the junior and senior years, Physics, Textiles and Clothing 34, Home Nursing, Child Development, Nutrition 30, Advanced Foods 31, Home Management 40, Economics of the Home 42, House Planning and Furnishing, Family Relationships 47, Methods of Teaching Home Economics, and 12 hours of education.

These subjects, in addition to meeting the State requirements for an A certificate to teach home economics, will complete the major and the minor required by the college. The State Department of Education recommends that students be prepared to teach in two fields. By adding to the above subjects a course in geography, it is possible to secure also an A certificate in general science.

10-11. Textiles and Clothing.

Credit: Six semester hours for the year. Lectures: Tuesday, Thursday, 9:30. Laboratory: (a), Monday, 11:00-1:00; Wednesday, 2:45-4:45; (b), Wednesday, Friday, 11:00-1:00.

A course including the psychology of line and color in dress, with emphasis upon clothing suitable for individual types and various occasions. A study of the commercial pattern in the construction of simple outer and inner garments for self. The use and care of sewing machines. Individual clothing budget. An analysis of textiles to find the relation between fiber, weave, adulteration, finish, cost, and quality.

MISS HANYEN

15. Home Appreciation.

Elective for freshmen and sophomores in all courses. Tuesday, Thursday, Saturday, 9:30.

Intended primarily to help students in their adjustment to different kinds of group living. A study of the modern family and its constituent parts, college relationships, responsibility for proper spending of the family income, the individual and family budget, the economics and ethical principles of dress, principles of food selection, and the use of a time schedule under varying conditions.

MISS BREWER

20-21. Foods and Cookery.

Required of sophomores majoring in home economics. Open to other sophomores, juniors, and seniors. Credit: six semester hours for the year. Lecture: Friday, 1:45. Laboratory: (a), Monday, 1:45-4:45; Friday, 8:30-10:30; (b), Wednesday, 1:45-4:45; Friday, 2:45-4:45.

A course designed to give a knowledge of the fundamental principles and processes involved in the preparation, preservation, and serving of foods, and of elementary nutrition. Attention to menu-making and food costs, and opportunity of serving well-balanced meals at a moderate cost.

MISS BREWER

30. Nutrition.

Prerequisites: Cookery 20-21 and Chemistry 20. Credit: three semester hours. Lectures: Wednesday, Friday, 12:00. Laboratory: Monday, 11:00-1:00.

A course designed to give a knowledge of the nutritive requirements of the individual throughout the various stages of life. Typical dietaries prepared for persons of different ages and economic conditions.

MISS BREWER

31. Advanced Foods.

Prerequisite: Cookery 20-21. Credit: three semester hours. Lecture: Wednesday, 9:30. Laboratory: Monday, 10:00-1:00; Friday, 11:00-1:00.

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and serving of meals of various types.

MISS BREWER

32. Home Cookery.

Elective for juniors and seniors in all courses. Credit: three semester hours. Lecture: Tuesday, 1:45. Laboratory: Tuesday, 2:45-4:45; Thursday, 1:45-4:45.

A brief course in food selection, preparation, and service, planned for students majoring in other fields.

MISS BREWER

34. Textiles and Clothing.

Prerequisite: Textiles and Clothing 10-11. Credit: three semester hours. Lectures: Tuesday, Thursday, 1:45. Laboratory: Tuesday, Thursday, 2:45-4:45.

Advanced work in garment construction. Tailoring. Use of a foundation pattern in designing. Remodeling garments. Continuation of the study of textiles including the source, characteristics, identification, and use of the fibers.

MISS HANYEN

35. Home Nursing.

Friday, 8:30. Credit: one semester hour.

Prevention of illness in the home. Home care of the sick, including improvised nursing equipment. First-aid work necessary to meet emergencies within the home.

MISS HANYEN

37. Child Development.

Monday, Wednesday, 8:30. Credit: two semester hours.

A study of the child from infancy through the pre-school period, dealing with pre-natal influence, home environment, and the physical, mental, and emotional development. Opportunity given for the observation of pre-school children.

MISS HANYEN

40. Home Management.

Credit: three semester hours. Tuesday, Thursday, Saturday, 12:00.

The application of scientific principles to the problems of the modern home-maker. The apportionment of time and of the income, the efficient organization of the household, and economic and social relationships of the family.

MISS BREWER

41. House Planning and Furnishing.

Credit: three semester hours. Tuesday, Thursday, Saturday, 12:00.

A study of the house plan from the standpoint of convenience and artistic effect. The selection of household furnishings and attractive arrangement of interiors.

MISS BREWER

42. Economics of the Home.

Open to seniors taking a major in home economics. Prerequisite or parallel: Home Management 40. Credit: three semester hours.

Lecture: Friday, 8:30. Residence for students in groups of four in the home management apartment for one month. An opportunity for the practical application of the work in other courses in home economics, and some experience in the organization and administration of a household.

MISS HANYEN

*[45. Textiles and Clothing.

Prerequisite: Textiles and Clothing 10-11 and Textiles and Clothing 34. Credit: three semester hours. Lecture: Monday, 1:45. Laboratory: Monday, 2:45-4:45; Friday, 1:45-4:45.

A course including the application of the principles of design and color harmony in dress, with problems modeled on a dress form. The completion of the costume by designing and making of accessories.]

MISS HANYEN

* Not given in 1940-1941.

60. Methods of Teaching Home Economics.

Credit: three semester hours. Tuesday, Thursday, Saturday, 8:30.

A study of the methods of teaching home economics in high schools. Source materials. Related materials. Lesson planning. Study of methods of testing.

MISS HANYEN

70, 71. Observation and Directed Teaching.

Prerequisite or parallel: Home Economics 60. Credit: three semester hours. Teaching hours and conference periods to be arranged.

Opportunity given for observation and for supervised teaching in the city high schools to meet the requirements for a State A grade certificate.

MISS HANYEN

XI. Latin

HELEN PRICE, *Professor*

NORMA ROSE, *Instructor*

The requirements for a major are 24 semester hours chosen from 10 through 47.

The requirements for a minor are 18 semester hours chosen from 10 through 47.

Latin 8-9, if successfully completed in college, may, with the approval of the head of the department, be counted toward a major or minor. Six semester hours of Greek may be counted toward a major.

6-7. Elementary Latin.

Open to students who offer less than two units of Latin for entrance. Credit: two units or six semester hours for the year. Monday, Wednesday, Friday, 1:45.

8-9. Prose Authors and Vergil's *Æneid*.

Prerequisite: Two units of Latin for entrance or Latin 6-7. Tuesday, Thursday, Saturday. 8:30.

10, 11. Selections from Latin Prose and Poetry. Prose Composition.

Prerequisite: Four units of Latin for entrance or Latin 8-9. Monday, Wednesday, Friday, 8:30.

Text: Harrington and Scott.

20. Cicero's Letters. Pliny's Letters.
Elective for sophomores and juniors. Wednesday, Friday,
12:00.
21. Latin Elegiac Poetry.
Elective for sophomores and juniors. Wednesday, Friday,
12:00.
22. Roman Private Life.
Elective for sophomores and juniors. No reading knowledge
of Latin required. Monday, 12:00.
23. Roman Religion and Philosophy.
No reading knowledge of Latin required. Monday, 12:00.
- *[30. Latin Comedy.
Elective for sophomores and juniors. Monday, Wednesday,
Friday, 12:00.]
- *[31. Roman Satire.
Elective for sophomores and juniors. Wednesday, Friday,
12:00.]
- *[33. History of Latin Literature.
Elective for sophomores and juniors. No reading knowledge
of Latin required. Monday, 12:00.]
- *[37. Roman Life and Thought.
Monday, Wednesday, Friday, 9:30. Elective for juniors and
seniors. No reading knowledge of Latin required.]
39. Introduction to Classical Archæology. Roman.
No reading knowledge of Latin required. Credit: one semes-
ter hour.
41. Vergil, Georgics and Eclogues, Aeneid VII-XII.
Elective for seniors. Monday, Wednesday, Friday, 9:30.

* Not given in 1939-1940.

42. Roman Historians.

Elective for juniors and seniors. Credit: two semester hours.
Hours to be arranged.

43. Lucretius.

Elective for juniors and seniors. Credit: two semester hours.
Hours to be arranged.

44, 45. Sight-Reading of Latin.

Prerequisite: Latin 10-11. Two hours recitation. Credit: one semester hour. Tuesday, Thursday, 1:45.

47. Advanced Latin Composition.

Credit: one semester hour. Hour to be arranged.

60. Teaching of Latin.

Elective for seniors. Monday, Wednesday, Friday, 9:30.

XII. Greek

HELEN PRICE, *Professor*

The requirements for a minor are 20-21, 30-31, 34-35.

20-21. Elementary Course.

Open to all students. Tuesday, Thursday, Saturday, 12:00.

30-31. Plato's Apology. Homer's Iliad.

Prerequisite: Greek 20-21. Monday, Wednesday, Friday, 2:45.

34-35. Greek Tragedy.

Three hours a week. Open to those who have completed Greek 30-31.

***[36. Greek Life and Thought.**

Monday, Wednesday, Friday, 9:30. Elective for juniors and seniors. No reading knowledge of Greek required.]

38. Introduction to Classical Archæology. Greek.

No reading knowledge of Greek required. Credit: one semester hour.

* Not given in 1939-1940.

XIII. Mathematics

ERNEST F. CANADAY, *Professor*

DORIS KATHERINE TILLERY, *Instructor*

The requirements for a major are 24 semester hours, which must include 10, 11, 20-21, 30-31.

The requirements for a minor are 18 semester hours, which must include 10, 11 and 20-21.

10. College Algebra.

(a), Monday, Wednesday, Friday, 9:30. (b), Tuesday, Thursday, Saturday, 9:30; (c), Tuesday, Thursday, Saturday, 11:00; (d), Monday, Wednesday, Friday, 1:45.

TEXT: Kuhn and Weaver.

STAFF

11. Trigonometry.

(a), Monday, Wednesday, Friday, 9:30; (b), Tuesday, Thursday, Saturday, 9:30. (c), Monday, Wednesday, Friday, 1:45.

TEXT: Reitz, Reilly, and Woods.

STAFF

14-15. Mathematical Principles of Accounting.

Monday, Wednesday, Friday, 9:30.

MISS TILLERY

20-21. Plane and Solid Analytic Geometry.

Prerequisite: Course 11. Monday, Wednesday, Friday, 8:30.

MR. CANADAY

23. Solid Geometry.

Monday, Wednesday, Friday, 2:45.

TEXT: Hawkes, Luby, Touton.

MISS TILLERY

30-31. Differential and Integral Calculus.

Prerequisite: Course 20-21. Monday, Wednesday, Friday, 11:00.

TEXT: Ford.

MR. CANADAY

40. Theory of Equations.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

TEXT: Dickson.

MR. CANADAY

41. College Geometry.

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

TEXT: Altshiller Court.

MR. CANADAY

60. Methods of Teaching Mathematics.

Prerequisite: Course 20-21. Credit: three hours in Education. Tuesday, Thursday, Saturday, 9:30.

Review of subject-matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and current magazines. MISS TILLERY

XIV. Music, Theoretical

The members of the teaching staff are given on page 11.

The requirements for a major in music for the B.S. degree are outlined on pages 90, 91.

A minor in theoretical music for the A.B. degree requires 18 semester hours and must include Music 10.0-11.0; 16.0-17.0; 20.1-21.1 or 23.2.

Free electives for the A.B. degree may include practical music, not exceeding twelve semester hours. In order to receive credit for practical music for the A.B. degree the student must have an equal amount of theoretical music with grades of C or higher.

The music courses listed below, and certain other music courses approved by the head of the department, are open to A.B. students.

10.0-11.0, Harmony, page 93.

16.0-17.0, Solfeggio, page 93.

11.6, Public School Music for Grade Teachers, page 93.

20.0-21.0, Advanced Harmony, page 93.

26.0-27.0, Solfeggio, page 94.

20.1-21.1, Music History, page 94.

23.2, Appreciation of Music, page 94.

XV. Physics, Geography

J. GREGORY BOOMHOUR, *Professor*

ETHEL EVANGELINE ENGLISH, *Assistant Professor*

PHYSICS

30-31. General Physics.

Open to juniors and seniors. Credit: six semester hours for the year. Three hours lecture and two hours laboratory. Lectures: Tuesday, Thursday, Saturday, 11:00. Laboratory: Monday, 2:45-4:45.

A study of the elementary fundamental principles of physics. Lectures, class demonstrations, occasional quizzes, and laboratory work based on mechanics, sound, light, heat, magnetism, and electricity. Special attention given to the explanation of the phenomena of everyday life. The use of trigonometry and logarithms is required.

MR. BOOMHOUR

GEOGRAPHY

30. Principles of Human Geography.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man.

MISS ENGLISH

31. Geography of North America.

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

Each of the natural divisions of the continent is studied with regard to its physical features, resources, and economic activities.

MISS ENGLISH

XVI. Philosophy and Psychology

EDGAR HERBERT HENDERSON, *Professor*

BESSIE M. BROWN, *Assistant Professor*

Psychology 20 is prerequisite to all other courses in psychology. Those beginning the study of philosophy should take either Philosophy 20 or Philosophy 22. The requirements for a major in philosophy are Psy. 20; Phil. 20, 22, 23, 30; and nine semester hours selected from the following: Phil. 31, 41; Psy. 21, 30, 32, 35, 40, 41; Educ. 31, 45.

The requirements for a minor in philosophy are Phil. 20, 22, 23, 30; and six semester hours selected from the courses listed above as electives for a major in philosophy.

The requirements for a major in psychology are Psy. 20, 21, 32, 35; and twelve semester hours selected from the following: Psy. 30, 33, 40, 41; Phil. 20, 22, 23, 30, 31, 41; Educ. 31.

The requirements for a minor in psychology are Psy. 20, 21, 32, 35; and six semester hours selected from the courses listed above as electives for a major in psychology.

The Department of Education of the State of North Carolina credits as electives for the professional requirements the following courses in psychology: 21, 30, 33, 35.

A. Psychology

20. 20S. General Psychology.

Open to sophomores. Lectures, Tuesday, Thursday, 11:00; section meetings as follows: (a), Monday, 9:30; (b), Tuesday, 2:45; (c), Thursday, 2:45; (d), Saturday, 11:00. Spring semester, 20S. Tuesday, Thursday, Saturday, 8:30. STAFF

21. General Psychology.

Lectures: Tuesday, Thursday, 11:00. Laboratory: Wednesday, 2:45-4:45.

A continuation of Psychology 20, with emphasis on laboratory work. STAFF

30. Mental Hygiene and Abnormal Psychology.

Tuesday, Thursday, Saturday, 8:30. Open to juniors and seniors.

A survey of the problems of maladjustment in their relation to normal mental life. MISS BROWN

32. Psychology of Feelings and Emotions.

Monday, Wednesday, Friday, 8:30. Open to juniors and seniors.

An examination of the present knowledge of feelings and emotions, together with applications to problems of education, social and political life, war and peace, etc.

MR. HENDERSON

33F, 33. Child and Adolescent Psychology.

Open to juniors and seniors. Fall semester, 33F, Tuesday, Thursday, Saturday, 9:30. Spring semester, 33. Monday, Wednesday, Friday, 11:00.

A survey of the present knowledge of the psychological development of the individual through childhood and adolescence.

MISS BROWN

35. Social Psychology.

Monday, Wednesday, Friday, 8:30. Open to juniors and seniors. A study of the psychology of social and political phenomena.

MR. HENDERSON

40-41. Psychological Problems.

Hours by appointment and credit not to exceed three hours a semester, in proportion to amount of work done. Open only to seniors having permission of the head of the department.

Reading and laboratory investigation under direction.

MR. HENDERSON

B. Philosophy**20. Introduction to Philosophy.**

Open to sophomores and upperclassmen. Tuesday, Thursday, Saturday, 9:30.

An introduction to the methods and basic problems of reflective thought.

MR. HENDERSON

22. History of Ancient and Medieval Philosophy.

Monday, Wednesday, Friday, 9:30. Open to sophomores and upperclassmen.

An introduction to philosophy by way of its history. May be taken in place of Philosophy 20, or concurrently with Philosophy 20. Special emphasis upon the classical Greek philosophy, as exhibited in Socrates, Plato, Aristotle.

MR. HENDERSON

23. History of Modern Philosophy.

Monday, Wednesday, Friday, 9:30. Open to sophomores and upperclassmen. May be taken, with permission, by those who have not taken Phil. 22.

Special emphasis upon Bacon, Descartes, Spinoza, Locke, Berkeley, Hume, Kant, Hegel. MR. HENDERSON

30. Ethics.

Tuesday, Thursday, Saturday, 8:30. Open to seniors, and to juniors by permission.

An attempt to formulate a system of ethics in the light of the development of ethical ideas and the theory of value.

MR. HENDERSON

31. Philosophy of Plato.

Tuesday, Thursday, Saturday, 8:30. Open to seniors, and to juniors by permission.

An attempt to discover the basic ideas of Plato's teaching.

MR. HENDERSON

41. Contemporary Philosophy.

Tuesday, Thursday, Saturday, 9:30. Open to seniors, and to juniors by permission.

A survey and appraisal of the major trends of Western philosophic thought since 1900.

MR. HENDERSON

XVII. Religion

LEMUEL ELMER McMILLAN FREEMAN, *Professor*

ISAAC MORTON MERCER, *Associate Professor*

Each student is required to take during her freshman or sophomore year six semester hours of religion from the following: Religion 16, 17, 20, 21.

The requirements for a major are 16 or 20, 17 or 21, and 18 semester hours from other courses.

The requirements for a minor are 16 or 20, 17 or 21, and 12 semester hours from other courses.

Students taking a major or minor are advised to take 32 and 39.

16, 17. Bible History.

Open to freshmen in home economics. (a), Monday, Wednesday, Friday, 9:30; (b), Tuesday, Thursday, Saturday, 11:00.

Texts: *American Standard Version of the Bible*; Smyth, *How We Got Our Bible*; Weatherspoon, *The Book We Teach*. MR. FREEMAN

20. Old Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. (a), Monday, Wednesday, Friday, 8:30; (b), Tuesday, Thursday, Saturday, 8:30.

This course gives a brief survey of Old Testament History. It aims to give a knowledge of the history of the Hebrews, the religious and moral ideals of their great leaders, to discover Israel's contribution to human progress, and to prepare the student to appreciate the various forms of Old Testament literature.

TEXTS: *American Standard Version of the Bible*; Smyth, *How We Got Our Bible*.
MR. MERCER

21. New Testament History.

Open to sophomores and juniors. Students who offer this as prescribed work are required to complete this course by the end of the junior year. (a), Monday, Wednesday, Friday, 8:30; (b), Tuesday, Thursday, Saturday, 8:30.

The Life of Christ and the history of the Apostolic Age are studied.

TEXT: Stevens and Burton, *A Harmony of the Gospels*.

MR. MERCER

*[24. Religious Education.

Tuesday, Thursday, Saturday, 11:00.

This course is a general introduction to religious education, particular attention being given to its principles and institutions.

TEXT: Price, *An Introduction to Religious Education*.]

MR. FREEMAN

26. Missions.

Open to sophomores and juniors. Prerequisites: 16 and 17 or 20 and 21. Tuesday, Thursday, Saturday, 11:00.

In this course the Biblical grounds for missions, the history of missions, and the various forms of Southern Baptist mission work carried on at home and abroad are studied.

MR. MERCER

* Not given in 1939-1940.

30. Old Testament Interpretation.

Prerequisite: Religion 16 or 20. Monday, Wednesday, Friday, 1:45.

Selections from the prophetic and poetical writings are used in this course.]

MR. FREEMAN

31. Inter-Biblical History and Literature.

Prerequisites: Religion 16 or 20. Monday, Wednesday, Friday, 1:45.

MR. FREEMAN

32. The Modern Sunday School.

Monday, Wednesday, Friday, 11:00.

Sunday School organization, management, and teaching methods are studied. Some time is given to lesson construction. Opportunity is given for work in nearby Sunday Schools. Several books included in the study course of the Southern Baptist Sunday School Board are used. Approved students with high scholastic standing may be allowed to do some field work in coöperation with State Board agencies.

MR. FREEMAN and MISS KICHLINE

33. Christian Doctrines.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

This is a brief course in what is commonly called theology. In it are studied the fundamental teachings of God's Word concerning God himself, His existence, nature and activities, man and sin, salvation and the kingdom of God, the Church, and the future life.

MR. MERCER

*[35. Biblical Literature.

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 1:45.

Representative selections from both the Old and the New Testament are studied as literature. Attention is given to the circumstances under which the various kinds of literature were produced. Emphasis is placed on reading the Bible for understanding and appreciation.]

MR. FREEMAN

*[36. New Testament Interpretation.

Prerequisite: Religion 17 or 21. Monday, Wednesday, Friday, 1:45.]

MR. FREEMAN

* Not given in 1939-1940.

39. The Principles of Church Efficiency.

Not open to freshmen. Monday, Wednesday, Friday, 11:00.

After a brief survey of American Baptist history, attention is directed to methods of promoting the efficiency of local churches.

The various forms of activity in the local church are studied. Attention is given to the organization and work of the W. M. U., the B. T. U. and the Daily Vacation Bible School. Religious surveys, methods of enlistment, evangelism, and the social side of church life are investigated. Approved students with high scholastic standing may be allowed to do some field work as allowed in Religion 32.

MR. MERCER and MISS KICHLINE

*[40. The History of Religion.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 12:00.

The most important religions of the past and present are studied with a view to understanding their principal teachings and influence.]

MR. FREEMAN

*[41. Outlines of Christian History.

Tuesday, Thursday, Saturday, 12:00.]

42. The Christian World-View.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 12:00.

The various arguments for the existence and nature of God are considered, and an effort is made to understand philosophically the relation between God and the world. Lectures, parallel reading, and class discussion.

MR. FREEMAN

*[44. Christian Ethics.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The moral principles of Christianity are studied with reference to present-day social problems.]

MR. FREEMAN

45. Present-day Religious Problems.

Open to juniors and seniors. Tuesday, Thursday, Saturday, 12:00.

Several of the most important tendencies of religion are studied. Opportunity is given for considerable reading.]

MR. FREEMAN

* Not given in 1939-1940.

XVIII. General Science

The members of the staff are given with the departments.

The requirements for a major are Biology 12-13, Chemistry 10-11, Physics 30-31, an advanced laboratory course in biology or chemistry 20-21 and elective courses in science to make a total of 30 semester hours. Mathematics 10-11 is required of students majoring in general science.

The requirements for a minor are Biology 12-13, Chemistry 10-11 and Physics 30-31. A student majoring in home economics may have a minimum of two semester hours of physics, provided she takes additional work in other laboratory sciences to make a total of 18 semester hours.

XIX. Speech Arts

FRANCES M. BAILEY, *Instructor*

The requirements for a minor are 10-11, 32, 33, 34, 40-41.

10-11. Fundamentals of Speech.

Open to freshmen and sophomores. (a), Monday, Wednesday, Friday, 8:30; (b), Monday, Wednesday, Friday, 9:30; (c) Monday, Wednesday, Friday, 11:00.

Elements of speech and principles of effective speaking are studied. Designed as a general preparation in speech. A foundation course which will serve the needs of the student who is interested in general improvement as well as in speech training.

31. Interpretive Reading.

Open to sophomores, juniors, and seniors. Tuesday, Thursday, 9:30.

Study and practice in the analysis and presentation of various types of literature with special emphasis upon contemporary prose and poetry.

32. Public Speaking.

Prerequisite: Speech 10-11 or its equivalent. Open to sophomores, juniors and seniors. Tuesday, Thursday, 9:30.

Continuation of Speech 10-11 with emphasis on the preparation and delivery of various types of speeches.

33. Group Discussion and Parliamentary Procedure.

Open to sophomores, juniors and seniors. Tuesday, Thursday, 11:00.

The study of the various forms of group discussion—such as open forums, symposiums, and panel discussions with practical application to public questions of current interest will be made. Rules of parliamentary procedure utilized and practical applications made.

34. Debate.

Open to sophomores, juniors and seniors. Tuesday, Thursday, 11:00.

Study and practice in the principles of debate and argumentation, analysis, evidence, proof, refutation, and fallacies.

40-41. Play Production.

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

Designed for those who are to direct high school groups. A consideration of the technical procedure in the mounting of a play. Practice work in directing afforded through the presentation of short plays for class room study.

XX. Physical Education

BETTY BAENARD ADKERSON, *Director*

GERTRUDE ROYSTEE SORBELL, *Assistant Director*

All students when entering college are given a physical examination by the resident physician and physical director. If this should show reason why a student should not take the regular work, then special work adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the college grounds are courts for tennis, basketball, badminton, volleyball, hockey, and archery. Horses, with the services of a riding master, are available at a moderate price. At the close of the interclass basketball and hockey games, letters are awarded to the best players. A handsome silver loving cup is also offered yearly to the team winning in an interclass basketball contest. To the champion of the interclass tennis tournament letters are awarded. The athletics committee of the faculty, with the physical director and the assistant director, has control of all field sports.

A new uniform, at moderate price, has been adopted, and students are advised to wait until they arrive at college before they provide themselves with an outfit. The suit selected by the department is economical and is the standard uniform.

Resident students are required to take two hours a week of physical education. Seniors who have credit for six semester hours are allowed optional attendance. The credit for physical education is not counted as a part of the one hundred twenty semester hours required for the degree. Students who desire credit for physical education will be allowed two semester hours of credit for each of the three courses, 10-11, 20-21, 30-31 completed at Meredith, and the number of semester hours required for a degree will be increased according to the number of semester hours of physical education counted.

As far as possible, students are organized in classes according to the number of years that they have had the work. Students are graded in physical education on the basis of faithfulness, punctuality, and efficiency.

In each course offered the chief aims are to improve the general health, to train and cultivate habits of good posture, to develop flexibility and coördination, to stress the recreational side of all sports and games, and to develop better technique of all sports.

10-11. Physical Education.

Two hours a week for the year. Required of freshmen.

Corrective gymnastics, posture training, fundamental rhythms, folk and tap dancing, clogging, field hockey, tennis, basketball, soccer, baseball, archery, and other recreational sports.

MISS ADKERSON, MRS. SORRELL

14-15. Modified Course in Gymnastics.

Two hours a week either semester.

A course including walking, light work in the gymnasium, games, and minor sports. For students needing special attention in posture training, and for those whose strength and endurance render the regular work in gymnastics questionable.

MISS ADKERSON, MRS. SORRELL

20-21. Physical Education.

Two hours a week for the year. Required of sophomores.

Prerequisite: 10-11. Corrective gymnastics, posture training, rhythms, folk and tap dancing, field hockey, tennis, basketball, soccer, baseball, archery, and other recreational sports. A course in natural rhythms may be elected by a limited number taking the course.

MISS ADKERSON, MRS. SORRELL

30-31. Physical Education.

Two hours a week for the year. Required of juniors.

Prerequisites: 10-11, 20-21. Corrective gymnastics, posture training, rhythms, folk and tap dancing, clogging, field hockey, tennis, basketball, soccer, baseball, archery, and other recreational sports. A course in natural rhythms may be elected by a limited number taking the course.

MISS ADKERSON, MRS. SORRELL

40-41. Technique of Teaching Sports. Methods of Coaching and Officiating.

This course may be substituted for 30-31 by students interested in high school athletics.

Fall—Hockey, basketball, tap dancing, tennis. Spring—Soccer, baseball. Also recreational sports, archery, croquet, horseshoes, and badminton.

MISS ADKERSON

60-61. Methods and Materials for Teaching Physical Education.

Elective for juniors and seniors. Two semester hours credit for the year allowed by the State Department for those who apply for a primary certificate or a grammar grade certificate.

This course includes story plays, singing games, rhythmic plays, schoolroom and playground games, educational and corrective gymnastics, and folk dances. A notebook is required. This course may be substituted for the required work in physical education. This course is arranged to meet the increasing demands for teachers of general subjects who are qualified to assist in physical education in the public schools.

MRS. SORRELL

Department of Music

HARRY E. COOPER, *Professor*

*MAY CRAWFORD, *Associate Professor*

ETHEL M. ROWLAND, *Associate Professor*

AILEEN McMILLAN, *Assistant Professor*

RAGNA OTTERSEN, *Assistant Professor*

EDGAR H. ALDEN, *Assistant Professor*

KATHERINE M. EIDE, *Assistant Professor*

ELIZABETH LEE, *Instructor*

†VIRGINIA BRANCH, *Instructor*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher), courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance. The importance of supplementing a musical education by a liberal cultural education is now more than ever before realized. For this reason the literary requirements for entrance and graduation with the major in music are considered essential and made an important part of the total requirements for a degree.

Requirements for Admission

Candidates for admission to the freshman class who wish to work for the B.S. degree must meet the following requirements:

Literary Requirements:

Fifteen units of credit from a recognized high school, pages 26-32.

* On leave of absence fall semester, 1938-1939.

† For the fall semester, 1938-1939.

Musical Requirements:

The candidate must demonstrate to the satisfaction of the director of music and the head of the department in which she wishes to major that she is qualified to carry on the work in a satisfactory manner.

Special Students

Students who cannot meet both the literary and musical requirements for entrance may take work in practical music with the consent of the director, but may not receive college credit for such work.

Requirements for Graduation With the B.S. Degree*Major Requirements:*

Every student must choose a major in piano, organ, violin, violoncello, voice, public school music, or composition. A major in piano, organ, violin, violoncello, or voice consists of thirty-six hours and must include the most advanced senior course. As many as eight hours in piano may count toward a major in organ, violin violoncello, or voice.

A major in public school music or a major in composition is in fact a major composed of theory *and* public school music or theory *and* composition. Either of these majors consists of forty-four hours, including the courses in public school music or composition.

Literary Requirements:

The literary requirements are as follows:

English 10-11	6 hours
English 20-21	6 hours
History 10-11	6 hours
Language 10-11	6 hours
Religion 16-17 or 20-21	6 hours
Electives	18 hours

Theory Requirements:

Every student must present at least thirty-six hours of work in theory and ensemble including:

Harmony	8 hours
Solfeggio	6 hours
Music History	4 hours
Form and Analysis	4 hours
Counterpoint	4 hours

Other Requirements:

Majors in public school music must include Psychology 20 and 31, Education 32 and three elective hours in Education in their literary electives and Music 26.5-27.5, 34.6-35.6 (or 36.6-37.6), 36.5-37.5, 40.6, 41.6, directed teaching three semester hours, and voice six semester hours.

Majors in piano, violin, or violoncello must include Music 34.6-35.6 or 36.6-37.6.

Majors in subjects other than piano must study piano until their playing is satisfactory to the director and the instructor in their major subject.

Majors in composition or organ must include Music 41.1.

A graduating recital is required of all seniors majoring in practical music.

A total of 120 semester hours and 120 quality points must be presented for the degree.

Equipment

Seven grand pianos, forty upright pianos, a two-manual and pedal harmonium, a large three-manual organ, two two-manual organs, a pedal piano, and numerous orchestral instruments furnish thorough equipment for efficient teaching.

Students' Recitals

Students' recitals are held bi-weekly, at which all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, violin, or violoncello will appear in recital at least once each semester, except that freshmen may be excused the first semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors. Students may give individual recitals at the discretion of their major professors, after receiving the sanction of the head of the department.

Concerts

One of the most important parts of a musical education, as well as one of the best sources of inspiration for hard work, is the hearing of concerts by eminent artists. The college appropriates a substantial fund to bring musicians as well as lecturers to the campus, and many opportunities are thereby afforded for hearing the best music well performed. In addition, the Raleigh Civic Music Association and other organizations frequently bring artists to Raleigh for recitals, which music students can usually arrange to attend. Also, there are in Raleigh many excellent musical organizations that in their programs give opportunity to hear the finest choral and instrumental works. Members of the faculty of the Department of Music, too, are very active as recitalists, and the faculty concerts given throughout the college year include works from all schools of composition, and for organ, piano, violin, violoncello, voice, and combinations of these instruments, and are a very important part of the life of the college.

Supplies

The college maintains a supply store at which students may purchase the music and supplies needed in their studies, thus avoiding any delay in getting them. The store does not grant students credit, but those who wish the convenience of a charge account may deposit any desired sum of money with the store with the understanding that the amount not used in the purchase of supplies will be returned at the end of the year.

Courses in Music

A. Theoretical Courses

10.0-11.0. Harmony.

Required of freshmen majoring in music. Credit: four hours for the year., (a), Wednesday, Friday, 8:30. (b), Wednesday, Friday, 12:00.

A course beginning with scales, intervals, and chord formation. Harmonizing melodies and figured basses on paper and at the keyboard through the dominant seventh chord and inversions.

Text: Heacox-Lehmann, *Lessons in Harmony*.

MISS EIDE

16.0-17.0. Solfeggio.

Required of freshmen majoring in music. Credit: two hours for the year. Tuesday, Thursday, Saturday, 8:30.

A study of all phases of music through sight-singing and dictation, beginning with very easy exercises and proceeding gradually to those involving complex rhythms. A laboratory course meeting three times a week for one hour and requiring no preparation.

Book fee: \$1.00 per semester.

MISS OTTERSEN

11.6. Public School Music for Grade School Teachers.

Prerequisite: 10.6. Credit: two hours. Monday, Friday, 2:45.

A study of the methods of presenting music to children in the grades. Designed to meet the needs of the regular grade school teacher.

Book fee: \$1.00.

MISS OTTERSEN

20.0-21.0 Advanced Harmony.

Prerequisite: Harmony 10.0-11.0. Required of sophomores majoring in music. Credit: four hours for the year. Tuesday, Thursday, 11:00.

A continuation of Harmony 10.0-11.0. Secondary seventh chords, altered chords, modulation, dominant ninth chords, non-harmonic tones. Original work and keyboard harmony as in 10.0-11.0.

MISS EIDE

26.0-27.0 Solfeggio.

Prerequisite: Solfeggio 16.0-17.0. Required of sophomores majoring in music. Credit: two hours for the year. Monday, Wednesday, Friday, 11:00.

A continuation of Solfeggio 16.0-17.0, using the same methods and text. More advanced work, including a study of the 1st, 3d, and 4th lined C clefs as well as the G and F clefs studied in Solfeggio 16.0-17.0.

MISS EIDE

Book fee: \$1.00 per semester.

20.1-21.1. The History of Music.

Prerequisites: English 10-11 and History 10, 11. Required of students majoring in music. Credit: four hours for the year. Tuesday, Thursday, Saturday, 8:30.

First Semester: A detailed study of the history of music from primitive times to the end of the seventeenth century.

Second Semester: Continued study from the beginning of the eighteenth century to the present, with a critical analysis of instrumental and vocal masterpieces of all periods.

TEXT: Finney, *History of Music*.

MR. ALDEN

23.2. Appreciation of Music.

Credit: Two hours. Monday, Wednesday, Friday, 8:30.

A course adapted to the needs of the general college student who wishes to obtain a better understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to music majors. Open to sophomores, juniors, and seniors.

MR. ALDEN

32.0-33.0 Form and Analysis.

Prerequisite: Harmony 20.0-21.0. Required of juniors majoring in music. Credit: four hours for the year. Wednesday, Friday, 11:00.

An explanation of design and structure in all types of homophonic music. The phrase, period, song-forms, carried through to the sonata.

TEXTS: Goetschius, *Homophonic Forms*; Goetschius, *Music Form*; Hadow, *Sonata Form*.

MR. COOPER

30.0-31.0. Counterpoint.

Prerequisite: Harmony 20.0-21.0. Required of juniors majoring in music. Credit: four hours for the year. Monday, Wednesday, 9:30.

Strict counterpoint in all five species in two, three, and four parts.

TEXT: Gladstone, *Strict Counterpoint*.

MR. COOPER

36.0-37.0 Solfeggio.

Prerequisite: Solfeggio 26.0-27.0. Required of juniors majoring in music. Credit: two hours for the year. Tuesday, Thursday, Saturday, 9:30.

A continuation of the work of Solfeggio 26.0-27.0, involving a study of all the clefs and difficult exercises in one, two, and three parts. Special attention given to harmonic dictation in four parts.

Book fee: \$1.00 per semester.

MISS EIDE

34.6-35.6. The Teaching of Piano.

Required of majors in piano. Credit: four hours for the year. Tuesday, Thursday, 8:30.

Methods of teaching children notation, piano technique, elements of theory, rhythm, and ear training, with a systematic study of material suitable for beginners of all ages, as well as more advanced students. Observation and directed teaching under the supervision of the instructors.

MISS CRAWFORD and MISS LEE

36.6-37.6. The Teaching of Stringed Instruments.

Required of majors in violin and violoncello. Credit: four hours for the year. Wednesday, Friday, 8:30.

A short résumé of the history of stringed instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement. Observation and directed teaching under the supervision of the instructor.

MR. ALDEN

38.6. Materials and Methods of Teaching Music in the Kindergarten and Lower Grades.

Prerequisite: Solfeggio 16.0-17.0. Required of juniors in public school music. Credit: two hours. Tuesday, Thursday, 1:45.

A study of the various texts in use in the kindergarten and first three grades, the use of songs and dances, rhythmic studies for children. Planning the work in the classroom and for the year, methods of interesting children in music. Selection and presentation of rote songs; the child voice in singing; the unmusical child; introduction of staff notation and the beginning of music reading; directed listening.

Book fee, \$1.00.

MISS OTTERSEN

39.6. Materials and Methods of Teaching Music in the Higher Grades.

Required of juniors in public school music. Credit: two hours. Tuesday, Thursday, 1:45.

A detailed study of the texts in use in the fourth, fifth, and sixth grades; further development of music reading, introducing the tonal and rhythmic problems common to these grades.

Book fee, \$1.00.

MISS OTTERSEN

40.0-41.0. Composition

Prerequisite: Counterpoint 30.0-31.0 and Form and Analysis 32.0-33.0. Credit: four hours for the year. Hours to be arranged.

Composition in various forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student. Two recitations and one conference a week.

MR. COOPER

40.1. Interpretation.

Credit: two hours. Monday, Wednesday, 8:30.

A course designed to enable students to understand and interpret the work of all periods and styles through a knowledge of the esthetic principles involved in their development. Special attention to the study of musical ornamentation. An analysis of compositions studied by different members of the class.

MR. ALDEN

44.1. The Development of the Symphony.

Prerequisite: Music History 20.1-21.1 or Music Appreciation

23.2. Credit: two hours. Wednesday, Friday, 1:45.

The history of the symphony with a detailed study of several works and sufficient hearing of about a dozen outstanding works so that the student becomes very familiar with them. The styles of different composers and the development of orchestration emphasized.

MR. ALDEN

40.3-41.3. Chamber Music.

Credit: two hours for the year. Hours to be arranged.

A practical study of the classical and modern works of chamber music from the easy sonatas of Haydn and Mozart through trios, quartets, and quintets by Beethoven, Mendelssohn, Schubert, Schumann, Brahms, Franck, and others. A laboratory course meeting for three hours a week.

MISS ELDE

40.6. Conducting.

Required of students majoring in public school music. Credit: two hours. Tuesday, Thursday, 1:45.

Essentials in conducting, baton technique. A study of hymns, standard anthems, and church music in general. Practical experience in conducting in the college choir.

MR. ALDEN

41.6. Orchestration.

Prerequisites: Harmony 20.0-21.0, Counterpoint 30.0-31.0. Required of students majoring in public school music. Credit: two hours. Tuesday, Thursday, 1:45.

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra.

MR. ALDEN

41.1 Canon and Fugue.

Prerequisite: Counterpoint 30.0-31.0. Required of seniors majoring in organ or composition. Credit, two hours. Hours to be arranged.

A course touching upon all the complex devices of involved polyphonic music. Double, triple, and quadruple counterpoint.

TEXTS: Bridge, *Double Counterpoint* and Higgs, *The Fugue*.

MR. COOPER

42.6. The Teaching of Music in the Junior and Senior High School.

Required of seniors majoring in public school music. Credit: two hours. Wednesday, Friday, 12:00.

A study of the texts in use in the seventh, eighth, and ninth grades. The adolescent voice and its care; testing and classification of voices.

The organization and conduct of a high school department of music. Songs and texts suitable for high school use.

Book fee, \$1.00.

MISS OTTERSEN

46.6, 47.6. Observation and Directed Teaching in Applied Music.

This work is to be done in connection with course 34.6-35.6 or 36.6-37.6, under the direction of the professor giving such course. In some cases a limited amount of this credit may count towards the requirement in directed teaching for the certificate.

48.6, 49.6. Observation and Directed Teaching.

Observation and directed teaching arranged in the public schools of Raleigh. A practical application of all that has been learned in the methods courses previously taken.

MISS OTTERSEN AND STAFF

B. Ensemble

10.6. Voice Class.

Credit: one hour. Monday, Wednesday, Friday, 2:45.

A course in the fundamentals of voice production, designed to give students intending to teach in the public schools a foundation for the study of sight-singing and public school music.

Book fee: \$1.00.

MISS OTTERSEN

26.5-27.5. Wind Instrument Class.

Required of sophomores in public school music. Credit: two hours for the year. Hours to be arranged.

A practical study of the technique of at least two wind instruments. One class lesson and three hours practice per week.

Fee: \$4.50 per semester for rent of instrument.

MR. ALDEN

36.5-37.5. Violin Class.

Required of seniors in public school music. Credit: two hours for the year. Hours to be arranged.

A practical study of the violin for public school music majors. One class lesson and three hours practice per week.

Fee: \$4.50 per semester for rent of instrument.

MR. ALDEN

30.3-31.3. Piano Ensemble.

Credit: two hours for the year. Hours to be arranged.

A study of the standard symphonies and overtures through four- and eight-hand arrangements for piano, with special attention to sight-reading, rhythm, quick adjustment to the artistic needs of the moment, and poise on the part of the players. A laboratory course meeting for three hours a week and requiring no preparation.

MISS CRAWFORD

34.3-35.3. Stringed Instrument Ensemble.

Credit: two hours for the year. Hours to be arranged.

A study of the standard overtures and symphonies in arrangements for strings, and strings and piano. Special attention given to sight-reading and rhythm as in Ensemble 30.3-31.3. A laboratory course meeting for three hours a week and requiring no preparation.

Fee: \$4.50 per semester for rent of instrument.

MR. ALDEN

Choir.

Credit: two hours for three years work.

A requirement for all students majoring in music. An opportunity for studying the best music and of frequent appearance in public. Attendance of members of the choir required at all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day, and a concert in the spring. At the discretion of the director, membership in the choir is open to students not majoring in music who possess good voices.

Fee: \$1.00.

Orchestra.

Credit: one hour a year.

An opportunity given the students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting.

Criticism Class.

A class meeting once a week in which students criticize one another's work. Attendance required of any student of practical music at the discretion of the teacher.

Any teacher may require his or her students in practical music to attend a criticism class once a week, where the students perform for one another and criticise one another's work.

C. Practical Courses

All courses in practical music require three hours practice per week for each semester hour credit, and for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted to take more than eight semester hours of practical music in any one semester. The work in practical music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

Piano

MISS CRAWFORD, MISS McMILLAN, MISS LEE

10.5-11.5. Freshman Piano.

Studies of the difficulty of Czerny Op. 299, Loeschhorn Op. 66; Bach *Two-Part Inventions*; sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg, and other pieces of similar difficulty.

20.5-21.5. Sophomore Piano.

Etudes of the difficulty of Cramer *Selected Studies*, Heller Op. 45, Döring *Octave Studies*; Bach *Three-Part Inventions*; sonatas of the difficulty of Beethoven Op. 14, Nos. 1 and 2; pieces by MacDowell, Chopin Preludes, Nocturnes, Waltzes, Chaminade, and other composers.

30.5-31.5. Junior Piano.

Etudes of the difficulty of Clementi *Gradus ad Parnassum*, Heller Op. 16, Kullak Op. 48, No. 2; Bach *French Suites*, *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26, Op. 27, No. 1; concertos by Godard, Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

40.5-41.5. Senior Piano.

Etudes of the difficulty of Chopin Op. 10 and Op. 25, and Rubinstein *Etudes*; Bach *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 28, Op. 53, Op. 57; concertos by Beethoven, Rubinstein, Weber, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubinstein, and others, including modern composers.

Organ

MR. COOPER

12.5-13.5. Freshman Organ.

Manual and pedal technique; Bach *Eight Short Preludes and Fugues*; short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano.

22.5-23.5. Sophomore Organ.

Bach *Preludes and Fugues* of the first master period, *Choral Preludes*; sonatas by Guilmant, Mendelssohn; simpler works of the modern schools; hymn playing and accompanying.

32.5-33.5. Junior Organ.

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas* and *Concertos*; sonatas by Guilmant, Mendelssohn, Borowski, Lemmens, Rheinberger, and others; pieces by classic and modern composers; service playing.

42.5-43.5. Senior Organ.

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American schools.

Violin

MR. ALDEN

14.5-15.5. Freshman Violin.

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Bériot and Accolay; sonatinas by Schubert.

24.5-25.5. Sophomore Violin.

Scales and arpeggios in three octaves; Mazas *Etudes Specialis*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

34.5-35.5. Junior Violin.

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

44.5-45.5. Senior Violin.

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Violoncello

MISS EIDE

16.5-17.5, 26.5-27.5, 36.5-37.5, 46.5-47.5.

In accordance with the modern development of the 'cello as a solo instrument, the student is required to complete a course of technical preparation equal to that required by the highest standards of violin technic. For graduation, the study of etudes by Grütz-macher, Duport, and Franchomme will be required and music of the difficulty of the Golterman, Saint-Saëns, and earlier Beethoven sonatas.

Voice

MISS ROWLAND, MISS OTTERSEN

18.5-19.5. Freshman Voice.

Position and poise of the body, breath control; studies by Seiber and Vaccai supplemented by technical exercises for freedom and the development of tone production; the simpler songs from classical and modern composers.

28.5-29.5. Sophomore Voice.

Technical work of the freshman year continued; staccato and legato exercises; English and Italian pronunciation; studies by Vaccai and Concone; moderately difficult songs by Schubert, Franz, Massenet, and representative American composers; easier solos from the oratorios.

38.5-39.5. Junior Voice.

More advanced technique; vocalizations by Concone; Lütgen, and others; French and German pronunciation; songs by composers of classical and representative American composers; easier solos from the oratorios.

48.5-49.5. Senior Voice.

Technical work continued; classic and modern oratorio and opera; Italian, French, German, and English songs.

Commencement, 1938

RALPH A. HERRING, PH.D.

Baccalaureate Sermon

INABELLE G. COLEMAN

Missionary Sermon

GORDON POTEAT, D.D.

Literary Address

Degrees and Diplomas Awarded to the Class of 1938

Adams, Betsye Howard, A.B.....	Lilesville
Aldridge, Kathryn Lucile, A.B.....	LaGrange
Aydlett, Carolyn Virginia, A.B.....	Elizabeth City
Bass, Hazel Laurette, A.B.....	Farmville
Bass, Nancy Waldine, A.B.....	Lucama
Baucom, Edith Tyner, A.B.....	Waynesville
Bell, Mary Elizabeth, A.B.....	Washington
Bethune, Emily Marie, B.S.....	Bunnlevel
Betts, Grace Evelyn, A.B.....	Raleigh
Bradsher, Annie Long, A.B.....	Roxboro
Bradsher, Emily Satterfield, A.B.....	Roxboro
Britt, Evelyn Lee, B.S.....	St. Pauls
Brockwell, Mary Amanda, B.S.....	Raleigh
Brown, Nannie Margaret, A.B.....	Warrenton
Bruton, Alice Dorothy, A.B.....	Mount Gilead
Buffaloe, Vivian Geneva, A.B.....	Garner
Bullard, Martha Elizabeth, A.B.....	Raleigh
Burkett, Maebelle, A.B.....	Kelford
Clarke, Margaret Love, A.B.....	Monroe, Ga.
Combs, Virginia Ruth, A.B.....	Raleigh
Copeland, Sarah Louise, A.B.....	Woodland
Covington, Katharine Evermond, B.S.....	Thomasville
Daniel, Mamie Louise, B.S.....	Pleasant Hill
Davis, Mildred Lenore, A.B.....	Pendleton
Dawson, Norma Lee, A.B.....	Wilmington
Dixon, Elrie Irene, A.B.....	Kings Mountain
Edwards, Helen Wilson, A.B.....	Fuquay Springs
Elliott, Betty, A.B.....	Detroit, Mich.
Elliott, Elizabeth Bonner, A.B.....	Edenton
Emory, Haliburton, A.B.....	Raleigh
Foster, Dorothy Margaret, A.B.....	Louisburg
Fowler, Flora Jero, A.B.....	Tabor City

Garrett, Mirvine Byars, A.B.	Greensboro
Garriss, Frances Mae, A.B.	Pikeville
Gravitte, Ella Sue, A.B.	Roxboro
Grayson, Ella Margaret, A.B.	High Point
Greene, Mary Winston, A.B.	Raleigh
Grubbs, Mary Elizabeth, A.B.	Hot Springs
Gupton, Lillian Edith, A.B.	Raleigh
Hackney, Nina Bland, A.B.	Raleigh
Hall, Helen Howell, A.B.	Moultrie, Ga.
Hall, Madeline Elaine, A.B.	Woodsdale
Harris, Adelaide, A.B.	Norwood
Haywood, Dorothy McDonald, A.B.	Candor
Heatherley, Rose Elizabeth, A.B.	Raleigh
Henley, Elizabeth Chandler, A.B.	Raleigh
Herring, Irma Irene, A.B.	Mount Olive
Herring, Nonie, A.B.	Kinston
Horne, Dorothy Marie, A.B.	Raleigh
House, Margaret Jocelyn, B.S.	Zebulon
Howard, Dorothy, A.B.	Weldon
Johnson, Kathleen, B.S.	Fairmont
Jones, Ethel Sorrell, A.B.	Cary
Lanier, Margaret Lucile, A.B.	Wallace
Lee, Willa Mae, A.B.	Cary
Lightfoot, Florence Jean, A.B.	Raleigh
Lowdermilk, Dorothy, B.S.	Valdese
McLean, Ruth, A.B.	Bartow, Fla.
Marshburn, Mrs. Esther Pate, B.S.	Raleigh
Massey, Sadie Elizabeth, A.B.	Smithfield
Mettrey, Nellie Elizabeth, A.B.	Raleigh
Miller, Elsie, A.B.	Winston-Salem
Mills, Cora Lee, A.B.	Apex
Mills, Jessie Wilba, A.B.	Apex
Mills, Margaret Evelyn, A.B.	Charlotte
Mills, Mary Frances, A.B.	Durham
Modlin, Ruby Lee, A.B.	Warrenton
Money, Elizabeth, A.B.	Madison
Morgan, Carmen Hall, A.B.	Hertford
Morton, Eugenia Torian, A.B.	Roxboro
Nanney, Elizabeth Weeks, A.B.	Mount Gilead
Neighbors, Ernestine, A.B.	Dunn
Newby, Jennie Reid, A.B.	Thomasville
O'Brian, Margaret Frost, A.B.	Asheboro
Olive, Sarah Frances, A.B.	Apex
Parker, Carolyn Rebecca, A.B.	Florence, S. C.

Parker, Elizabeth Ann, B.S.....	Marion
Parnell, Mary Leigh, B.S.....	Parkton
Peele, Evelyn Kilton, A.B.....	Goldsboro
Penny, Virginia Carolyn, A.B.....	Cary
Poe, Lillian Douglas, A.B.....	Oxford
Pope, Louise Elizabeth, A.B.....	Albemarle
Poteat, Anne Carruthers, A.B.....	Chester, Pa.
Powell, Nancy Walker, A.B.....	Winston-Salem
Ricks, Bernice, A.B.....	Waverly, Va.
Rodwell, Eleanor, A.B.....	Norlina
Rose, Harriet Clifton, A.B.....	Wadesboro
Rose, Ruth Evelyn, A.B.....	Smithfield
Russ, Eleanor, A.B.....	Southport
Sewell, June Fay, A.B.....	Seffner, Fla.
Seymour, Margaret Louise, A.B.....	Apex
Shepherd, Margaret Rives, A.B.....	Weldon
Spence, Ann Elizabeth, A.B.....	Elizabeth City
Stephens, Lakie, A.B.....	Boardman
Stewart, Mary Montgomery, A.B.....	Fayetteville
Stinson, Mattie, A.B.....	Goldston
Strickland, Margaret Lyles, A.B.....	Louisburg
Suiter, Kate Mills, A.B.....	Scotland Neck
Tatum, Ella Frances, A.B.....	Fayetteville
Thompson, Emily Mae, A.B.....	Raleigh
Todd, Frances Wingate, A.B.....	Roxboro
Turner, Margaret Priscilla, A.B.....	Henderson
Vannoy, Annie Louise, A.B.....	North Wilkesboro
Walker, Annie Hurdle, A.B.....	Burlington
Weatherspoon, Margaret Ruth, A.B.....	Raleigh
Wester, Charlotte Meadows, A.B.....	Henderson
Whitehurst, Helen Douglas, A.B.....	Mount Olive
Williamson, Sarah Lou, A.B.....	Elizabethtown
Wyche, Mary Clayton, A.B.....	Hallsboro
Yates, Ruth, A.B.....	Apex
Yelverton, Jane Hall, A.B.....	Raleigh
York, Mary Elizabeth, A.B.....	Cary

Register of Students

Seniors

Abernethy, Lena.....	Charlotte
Aikman, Janet.....	Maplewood, N. J.
Avant, Lois S.....	Tryon
Aycock, Lucile.....	Raleigh
Ball, Nellie Augusta.....	Raleigh
Barnes, Anne Myrtle.....	Wendell
Batchelor, Frances.....	Sharpsburg
Behrman, Sadie Barbara.....	Greensboro
Biggs, Mollie Louise.....	Lumberton
Brady, Mrs. Odessa Massey.....	Raleigh
Brannan, Bertie Lucile.....	Smithfield
Brickhouse, Lillian.....	Creswell
Byrum, Dorothy McGee.....	Raleigh
Clarke, Sada Louise.....	Severn
Collier, Mary Kate.....	Whiteville
Coward, Annie Elizabeth.....	Goldsboro
Crawford, Dorothy Lydia.....	Goldsboro
Critcher, Alta Anna.....	Williamston
Critcher, Mildred Ann.....	Lexington
Croom, Grace.....	Kinston
Curriu, Jessie Marshall.....	Henderson
Dale, Alice Pridgen.....	Kinston
DeVault, Doris.....	Butler, Tenn.
DeVault, Dorothy.....	Butler, Tenn.
Dix, Mabel Meree.....	Asheboro
Djang, Mrs. Lily Chow.....	Shanghai, China
Doub, Miriam.....	Raleigh
Eighme, Helen.....	Raleigh
Ernest, Mary Lee.....	Greenville, Ala.
Forney, Minnie Anna.....	Lawndale
Freeman, Edith Holmes.....	Gates
Garvey, Helen.....	Winston-Salem
Gavin, Mary Caudle.....	Sanford
Gilbert, Nina Elizabeth.....	Benson
Green, Janie Beryl.....	Raleigh
Guy, Eloise.....	Statesville
Hagler, Dorothy.....	Gastonia
Hamrick, Olive.....	Raleigh
Herring, Thomasine.....	Kinston
Holland, Margaret Louise.....	Nassawadox, Va.

Howell, Sarah Elizabeth.....	Suffolk, Va.
Hunt, Julia.....	Lattimore
Ingle, Zubie.....	Statesville
Jackson, Ava Elizabeth.....	Raleigh
Johnson, Anna Lee.....	Apex
Johnson, Blanche.....	Canton
Johnson, Catherine.....	Winston-Salem
Jones, Helen.....	Selma
Jones, Lucile Crouch.....	Concord
Kalmar, Katherine E.....	Goldsboro
Kitchin, Bruce.....	Scotland Neck
Lanier, Eleanor.....	Raleigh
Levine, Evelyn.....	Estill, S. C.
Lewis, Margaret Dean.....	Wendell
Liles, Margaret Lee.....	Shelby
Lindley, Mary Jane.....	Winston-Salem
McLendon, Eranda.....	Kenansville
Martin, Edna Earl.....	Mount Olive
Martin, Mary Lily.....	Lexington
Massey, Iris.....	Zebulon
Midgett, Kathleen.....	Elizabeth City
Moore, Edna Lou.....	St. Pauls
Murata, Kazue.....	Omi-Hachiman, Japan
Murray, Anne Pershing.....	Raleigh
Parker, Doris.....	Colerain
Parker, Joy Frances.....	New Bern
Pearce, Marjorie.....	Raleigh
Peebles, Charlotte Wayne.....	Apex
Price, Frances.....	Pine Level
Purnell, Daisy Cox.....	Franklinton
Raspberry, Martha Turnage.....	Farmville
Reddick, Julia Ward.....	Fountain
Reich, Dorothy.....	Winston-Salem
Richardson, Elizabeth Thompson.....	Raleigh
Riddle, Linda.....	Raleigh
Rogers, Lucy.....	Harbor Island
Sears, Dorothy.....	Apex
Shelley, Alice.....	Tabor City
Snyder, Mrs. Flora Holland.....	Raleigh
Sommerville, Anna Bird.....	Raleigh
Strickland, Mrs. Ruth Waldo.....	Cary
Stroud, Paulyne L.....	Kinston
Summerlin, Frances.....	Mars Hill
Tarleton, Annie Lee.....	Wadesboro

Thagard, Mildred Howard.....	Fayetteville
Thomas, Margaret Anne.....	Quincy, Fla.
Thomasson, Betty Marchant.....	Danville, Va.
Tuttle, Geraldine Carter.....	Winston-Salem
Upchurch, Frances Marian.....	Raleigh
Vaughan, Virginia.....	Washington
Wall, Theresa.....	Winston-Salem
Watkins, Mary Helen.....	Raleigh
White, Catherine Georgia.....	New Bern
Williams, Daisy Evalan.....	Raleigh
Willson, Dorothy.....	Athens, Tenn.
Winfree, Maurine Elizabeth.....	Summerfield
Wolfe, Jane Winchester.....	Charlotte

Juniors

Allen, Lottie Ruth.....	Bunnlevel
Andrews, Carolyn.....	Burlington
Ayscue, Edith Agnes.....	Buie's Creek
Badgett, Wilma.....	Oxford
Barringer, Ruth McIver.....	Raleigh
Bartlett, Minetta.....	Kinston
Bashford, Louise.....	Raleigh
Bell, Dorothy Louise.....	Currie
Bennett, Olive Hendry.....	Cary
Bennette, Sarah Louise.....	Enfield
Binder, Nora Leach.....	Mount Airy
Bostick, Anna Beatrice.....	Raleigh
Brewer, Nancy Phillips.....	Wake Forest
Brock, Evelyn Lois.....	Rocky Mount
Bryant, Sarah Moore.....	Powellsville
Burns, Cora Bradford.....	Goldsboro
Butler, Dorothy Marie.....	Cherryville
Caffery, Anne Mary.....	Raleigh
Canaday, Helen Frances.....	Raleigh
Carter, Mrs. Lucie Olive Gaines.....	Jacksonville, Fla.
Childs, Margaret Jane.....	Lincolnton
Coggins, Edna Earle.....	Inman, S. C.
Cole, Sara Margaret.....	Canton
Coleman, Cornelia.....	Richmond, Va.
Corbett, Dorothy Cleo.....	Wilmington
Cotner, Eva Clo.....	Raleigh
Council, Mary Virginia.....	Raleigh
Craver, Virginia Anne.....	Booneville
Critcher, Carolyn.....	Lexington

Culberson, Frieda.....	Asheville
Dail, Martha Cooper.....	Magnolia
Darby, Fannie.....	Asheville
Dickenson, Kathryn.....	Kinston
Dixon, Mary Frances.....	South Boston, Va.
Dowell, Sarah Broughton.....	Raleigh
Earp, Hilda.....	Selma
East, Lucy Mary.....	Raleigh
Eddins, Ella V.....	Jackson Heights, Long Island, N. Y.
Elam, Mary Norwood.....	Victoria, Va.
Falls, Sarah Mae.....	Kings Mountain
Ferguson, Mary Elizabeth.....	Durham
Fishel, Margaret Emma.....	Vaughan
Foster, Ethel Gertrude.....	Louisburg
Freeman, Frances Jean.....	Aberdeen
Freeman, Marjorie Mae.....	Sanford
Glasgow, Alice Mae.....	Roanoke Rapids
Glazener, Madge Eugenia.....	Chillicothe, Ohio
Glenn, Mary Virginia.....	Madison
Green, Dorothy.....	Danville, Va.
Griggs, Margie Lee.....	Raleigh
Hamrick, Phoebe Louise.....	Lattimore
Harrell, Edith Cavell.....	Burgaw
Henderson, Virginia Carolyn.....	Durham
Holder, Jessamine.....	Garner
Holloway, Cleo Madison.....	Durham
Holyfield, Evelyn.....	Rockford
Hudson, Sarah Frances.....	Knoxville, Tenn.
Jackson, Kathleen Mallory.....	Elizabeth City
James, Ida Frances.....	Clyde
Johnson, Louise Oaks.....	Mount Airy
Kidd, Frances Lee.....	Hemp
Lane, Evelyn.....	Kinston
Lane, Louise.....	Raleigh
Lanier, Frances.....	Wallace
Leavell, Eddie Belle.....	Nashville, Tenn.
Leavitt, Miriam McGee.....	Wadesboro
Lester, Florence Onita.....	Raeford
McBrayer, Martha.....	Lattimore
McKnight, Harriet Marie.....	Raleigh
McLamb, Marvin Alice.....	Roseboro
Marley, Morris Johnson.....	Cary
Marshbanks, Mildred.....	Buie's Creek
Marshburn, Evelyn.....	Richlands

Martin, Ida Ruth.....	Asheville
Myers, Amy Kathryn.....	Elkin
Myers, Dolly.....	Hamilton
Neill, Elizabeth.....	Kings Mountain
Olive Sarah Owen.....	Fayetteville
Osborne, Dorothy Jo.....	Wallace
Parkin, Mrs. Olive Carrawan.....	Raleigh
Pope, Sarah Frances.....	Enfield
Powell, Anna Elizabeth.....	Wallace
Purvis, Ruth Wendell.....	Ruby, S. C.
Quinn, Eunice Brooks.....	Burgaw
Reece, Hanna McCollis.....	Elkin
Segraves, Mary Lanier.....	Fuquay Springs
Senter, Virginia Penelope.....	Chalybeate Springs
Short, Florence Evelyn.....	Augusta, Ga.
Sluder, Virginia.....	Reidsville
Smith, Margaret.....	Selma
Snow, Aileen Frances.....	Maplewood, N. J.
Sommerville, Naomi.....	Raleigh
Sommerville, Verda Isabella.....	Raleigh
Spain, Eleanor.....	Norlina
Spilman, Frances Webb.....	Greenville
Squires, Mary Julia.....	Wake Forest
Stonestreet, Mary Elizabeth.....	Mocksville
Stroup, Martha.....	Denton
Thompson, Blanche Louise.....	Raleigh
Turner, Mary Matthis.....	Clinton
Vernon, Betty Clara Patricia.....	Brooklyn, N. Y.
Washburn, Martha Jane.....	Shelby
Watson, Virginia Lee.....	Charleston, W. Va.
Whitfield, Margaret Elizabeth.....	Hurdle Mills
Williams, Eunice Margaret.....	Rose Hill
Williams, Mary Esther.....	Durham
Wooten, Nina Evelyn.....	Dunn
Yokley, Josephine Hunter.....	Pittsburgh, Pa.

Sophomores

Allen, Lucy Bunting.....	St. Pauls
Allen, Sadie Elizabeth.....	Cherryville
Baldwin, Betty Lee.....	Greensboro
Barker, Elfreda Mae.....	Blackridge, Va.
Barker, Emma Olive.....	Varina
Barnes, Rosanna.....	Goldsboro
Bass, Anne Lorraine.....	Wilson

Beddingfield, Mary Eugene.....	Cary
Berry, Louise.....	Raleigh
Bird, Mary Louise.....	Raleigh
Bolton, Bessie Mozelle.....	Fayetteville
Bradsher, Nancy.....	Roxboro
Brinkley, Bernice White.....	Colerain
Britt, Martha.....	Lumberton
Britt, Mary Elizabeth.....	Enfield
Brown, Mary Frances.....	Elizabeth City
Brown, Miriam Evelyn.....	Cary
Bulloch, Marjorie Elizabeth.....	Cerro Gordo
Bulluck, Mary Belle.....	Wilmington
Bunn, Margaret Elizabeth.....	Zebulon
Burrus, Marjorie Lovelace.....	Canton
Butler, Eva Blanche.....	Whiteville
Byrd, Helen Virginia.....	Bunnlevel
Cheek, Margaret Jane.....	Sparta
Clodfelter, Virginia Laura.....	Thomasville
Combs, Florence Louise.....	Raleigh
Douglass, Josephine.....	Raleigh
Edwards, Mary Tilson.....	Troy
Eichmann, Beatrice Mary.....	New Haven, Conn.
Ellis, Reva Jean.....	Marion
Falls, Laura Alice.....	Fallston
Farless, Floreine Edwin.....	Merry Hill
Fleischmann, Betty Carey.....	Greenville
Floyd, Anna Frances.....	Inwood, Long Island, N. Y.
Foster, Mary Elizabeth.....	Elkin
Freeman, Agnes.....	Winston-Salem
Gatlin, Mary Helen.....	Raeford
Gilliland, Janie.....	Macon
Gilmore, Virginia.....	Oxford
Goodman, Martha Jane.....	China Grove
Graham, Agnes.....	Greensboro
Grayson, Mary Frances.....	High Point
Greene, Lillian Ruth.....	Zebulon
Hall, Huldah Jones.....	Woodsdale
Halstead, Virginia.....	Kearney, N. J.
Hamilton, Hilda Holt.....	Randleman
Hammel, Pauline.....	Blue Diamond, Ky.
Harrell, Theo Lunell.....	Colerain
Hayworth, Sarah Eunice.....	Asheboro
Hobgood, Ernestine Ragsdale.....	Greenville
Holliday, Mary Susan.....	Raleigh

Hostetler, Elizabeth Lee.....	Raleigh
Howard, Murelle Katherine.....	Scotland Neck
Howard, Shirley Carroll.....	Fuquay Springs
Howell, Ida Willa.....	Lumberton
Huffman, Anne Lancaster.....	Morganton
Jacobs, Shirley.....	Raleigh
Johnston, Hazel Alexander.....	Clarkton
Justice, Blanche Anne.....	Pittsboro
Karl, Pauline Leonard.....	Akron, Ohio
Kemp, Kay.....	Zebulon
Kenan, Loleta Mae.....	Wallace
Kuchler, Elsie.....	Passaic, N. J.
Lacob, Hannah.....	Raleigh
Lassiter, Mary Evelyn.....	Raleigh
Lawrence, Edith Christine.....	Colerain
Lawrence, Virginia.....	Elkin
Leonard, Yolanda.....	Lexington
Lewis, Rachel Anne.....	Middlesex
Lucas, Mary Elizabeth.....	Belhaven
MacLennan, Marietta.....	Greensboro
MacMillan, Betty Brown.....	Thomasville
McLellan, Eula Lee.....	Dunn
Maness, Rachel Lee.....	Troy
Martin, Helen Juliette.....	Raleigh
Mayton, Rubye.....	Cary
Meigs, Esther.....	Pageland, S. C.
Mull, Mary Margaret.....	Shelby
Nitsos, Jean.....	Raleigh
Oliver, Marian Aylett.....	Raleigh
Oliver, Mary Gwin.....	Mount Olive
Oliver, Mary Lee.....	Raleigh
Overby, Mary Lois.....	Angier
Parker, Annie Laurie.....	Berryville, Va.
Parker, Jeannette.....	Marion
Peatross, Sarah Potter.....	Raleigh
Pender, Dorothy Adair.....	Tarboro
Perry, Dorothy Anne.....	Raleigh
Phillips, Sarah Merriam.....	Scotland Neck
Pippin, Mary Grey.....	Zebulon
Pittman, Josephine Wiley.....	Raleigh
Pizer, Frances Estelle.....	Raleigh
Poe, Rachel Thornton.....	Oxford
Powers, Helen Crawford.....	Goldsboro
Prevost, Jacqueline.....	Raleigh

Price, Ann.....	Wake Forest
Ray, Doris Meade.....	Siler City
Rustin, Nina Lou.....	Penrose
Sawyer, Maude Ophelia.....	Belcross
Schoene, Willena.....	Blacksburg, Va.
Scott, Catherine.....	Kinston
Shermer, Elizabeth Hope.....	Winston-Salem
Sherron, Corrina Mangum.....	Wake Forest
Smoak, Claudia Leette.....	Aberdeen
Snow, Frances Jane.....	Siloam
Stainback, Juanita.....	Henderson
Stevens, Ethelene.....	Raleigh
Swaim, Helen Elizabeth.....	Winston-Salem
Tatum, Portia.....	Fayetteville
Taylor, Emma Ann.....	Dunn
Teachey, Agnes.....	Florence, S. C.
Thomas, Pauline Elizabeth.....	Beaufort
Thompson, Jane.....	Nutley, N. J.
Triplett, Inez.....	Purlear
Turner, Helen Elizabeth.....	Newton
Vann, Jane Evelyn.....	Wake Forest
Vaughan, Rebecca.....	Washington
Watkins, Lillian Baxter.....	Manson
White, Evelyn.....	Colerain
White, Mary Frances.....	Statesville
Whitehead, Helen.....	Scotland Neck
Whitted, Martha.....	Varina
Wiley, Beirne.....	Crozet, Va.
Williams, Jean Sutherland.....	Monroe
Williamson, Alice.....	Cerro Gordo
Wrenn, Virginia Mae.....	Siler City
Wyatt, Clara Lucile.....	Winston-Salem
Yelverton, Jane.....	Wilson

Freshmen

Abernethy, Katherine.....	Oxford
Adams, Ruth E.	Mayodan
Anderson, Betty Lou.....	Fair Bluff
Anglade, Ana Luisa.....	Guayama, Puerto Rico
Arnold, Sallie.....	Raleigh
Ashmead, Mary	Tampa, Fla.
Bailey, Myrtle Edna.....	Chadbourn
Barrow, Lucy Ann	Jackson

Baucom, Joyce	Apex
Beddingfield, Rebecca.....	Cary
Bellamy, Ernestine.....	Enfield
Bennett, Rosalind.....	Winston-Salem
Best, Josephine.....	Franklinton
Blackburn, Ruby Alice.....	Baltimore, Md.
Blanchard, Marian.....	Hobbsville
Bolick, Fannie Hales.....	Chapel Hill
Bordeaux, Doris Jane.....	Bolton
Bowers, Sue Elizabeth.....	Littleton
Broughton, Julia.....	Hertford
Brown, Alva Ruth	Belcross
Buchanan, Frances Louise.....	Laurinburg
Bunn, Margaret Kemp.....	Middlesex
Byrum, Virginia Campbell.....	Edenton
Caison, Annie Ruth.....	Roseboro
Calloway, Nancy Lee.....	Concord
Canaday, Mary Ann.....	Raleigh
Carroll, Nancy Patricia.....	Charlotte
Carter, Martha Elizabeth.....	Weldon
Chapman, Kathryn Ellen.....	Richmond, Va.
Chiffelle, Catherine.....	Slatersville, R. I.
Chmielinska, Marysia Jadwiga.....	Brookline, Mass.
Clingan, Marian Leota.....	Covington, Va.
Cole, Dorothy Frances.....	Burlington
Cole, Elizabeth.....	Raleigh
Coleman, Mary Elizabeth.....	Boykins, Va.
Collier, Virginia Louise.....	Whiteville
Collins, Ednabel	Cary
Cooper, Mary Frances.....	Raleigh
Cree, Alma Douglas.....	Henderson
Crowell, Lillian Naomi.....	Lincolnton
Crutchfield, Jennie Freeman.....	Woodsdale
Currin, Evelyn Rebecca.....	Oxford
Currin, Hertie Mae.....	Oxford
Daniel, Rowena Fleming.....	Henderson
Davis, Addie Elizabeth.....	Covington, Va.
Dawson, Joyce Amanda.....	Clinton
Dickie, Louise Macon.....	Henderson
Dinkins, Eva Ruth.....	Yadkinville
Dowell, Martha Florence.....	Raleigh
Eastridge, Anastasia De Leon.....	Clifton

Edwards, Clarissa Brooks.....	Winterville
Edwards, Marylisbeth.....	Kinston
Elliott, Mary Elizabeth.....	Kinston
Elliott, Mary Virginia.....	Lincolnton
Evans, Dorothy Elizabeth.....	Kinston
Evans, Pearl Helen.....	White Oak
Fanney, Gretchen Eloise.....	Scotland Neck
Farless, Clio Annette.....	Merry Hill
Finch, Alice Jean.....	Raleigh
Flythe, Ellen Ann.....	Jackson
Foster, Frances De Witt.....	Raleigh
Fowler, Margaret.....	Zebulon
Franke, Virginia Mae.....	Raleigh
Frans, Mary Elizabeth.....	Hickory
Fulton, Rachel Mae.....	Winston-Salem
Funderburk, Dorothy Kathleen.....	Kannapolis
Futrelle, Lena.....	Pine Level
Gardner, Anna Egerton.....	Macon
Garner, Ila Elizabeth.....	Winston-Salem
Gariss, Eloise Huff.....	Pikeville
Geer, Lunelle.....	Morehead City
Gilliland, Virginia.....	Macon
Glidewell, Doris Lee.....	Mayodan
Green, Clara Belle.....	Morehead City
Green, Margaret Ruth.....	Morrisville
Greene, Dora Virginia.....	Shelby
Greene, Margaret Lee.....	Clyde
Grice, Eva Mae.....	Durham
Gunter, Emma Elizabeth.....	Richmond, Va.
Hall, Edith.....	Lillington
Hamilton, Emma Rebecca.....	Morehead City
Hardison, Anna Gertrude.....	Greenville
Harrell, Bertha Marie.....	Stantonsburg
Harrell, Eleanor Gertrude.....	Burgaw
Harrell, Evelyn Pauline.....	Colerain
Harrison, Susie Ann.....	Raleigh
Hartis, Dorothy May.....	Durham
Herring, Cornelia Elizabeth.....	Zebulon
Hicks, Ruth Evelyn.....	Mount Airy
Hine, Margaret.....	Winston-Salem
Hobbs, Janet Louisa.....	Mount Holly
Hogan, Ruby De Rema.....	Raleigh

Hoke, Gwendolyn.....	Raleigh
Holloway, Mary Elizabeth.....	Durham
House, Dorothy Irene.....	High Point
Howard, Edna Mack.....	Roseboro
Howard, Lillian Dallas.....	Roseboro
Hudson, Evelyn Estelle.....	Nashville, Tenn.
Hutchison, Eula Dixon.....	Graham
Jackson, Mary Susan.....	Raleigh
Jeffreys, Vivien Lee.....	Hamlet
Johnson, Lois.....	Lumberton
Johnston, Nancy Lois.....	Winston-Salem
Jones, Sarah Ethel.....	Sylva
Justice, Alice Flack.....	Rutherfordton
Justice, Sarah Margaret.....	Florence, S. C.
Kerr, Eliza Katherine.....	Yanceyville
Kyle, Jerrie Dean.....	Kinston
Lancaster, Virginia Mae.....	Sharpsburg
Lane, Dorothy Glenn.....	Raleigh
Lawrence, Margaret Edwina.....	Elkin
Lee, Julia Reams.....	Raleigh
Lee, Ruth Olive.....	Newton Grove
Lewter, Annis Frances.....	Apex
MacIntosh, Helen H.....	Rochester, N. Y.
McCants, Ruth Marie.....	Chelsea, Mass.
McDaniel, Mary Katherine.....	Asheville
McGougan, Virginia Dare.....	Tabor City
McGowan, Lillian Reid.....	Plymouth
McInnes, Dorothy Jane.....	Charleston, S. C.
McIntyre, Elizabeth Joyce.....	Charlotte
McNeely, Lucy Ellen.....	Arlington, Va.
McPhail, Mary Beal.....	Hamlet
Maness, Dorothy Mae.....	Polkton
Marlowe, Rubye Revelle.....	Walstonburg
Martin, Janie Lee.....	Apex
Martin, Margaret.....	Mount Olive
Matlock, Sara.....	Hookerton
Midkiff, Peggy Joyce.....	Mount Airy
Mitchell, Alice Judson.....	Raleigh
Moore, Mary Winn.....	Kinston
Motsinger, Ruth.....	Winston-Salem
Newbern, Maggie Allegra.....	White Oak
Nichols, Mary Sue.....	Coats

Noel, Margaret Elizabeth.....	Dunn
Noell, Harriet W.....	Goldsboro
Nuckols, Nancy Rebecca.....	Louisville, Ky.
Olive, Martha Livingston.....	Wade
Page, Alice Annette.....	Morrisville
Page, Nauwita.....	Morrisville
Palmer, Mary Blanche.....	Rockingham
Parker, Gwendolyn Copeland.....	Woodland
Parker, Janie Stevenson.....	Woodland
Patterson, Rebecca Susan.....	Henderson
Pearce, La Rue.....	Zebulon
Pearce, Mary Elizabeth.....	Raleigh
Pegram, Daphne Gertrude.....	Raleigh
Perry, Celeste.....	Raleigh
Perry, Dorothy Moore.....	Neuse
Perry, Marie Thorne.....	Millbrook
Peterson, Myrtie.....	Clinton
Pierce, Ollie Colon.....	Apex
Pizer, Helen Shirley.....	Raleigh
Poindexter, Dorcas Temperance.....	Winston-Salem
Porter, Cathryn Ann.....	Rockingham
Potter, Daphne.....	Kelly
Powell, Mary Hester.....	Warsaw
Powell, Miriam Geraldine.....	Raleigh
Prince, Dorothy Virginia.....	Fair Bluff
Pruitt, Adelyn Amelia.....	Hickory
Pruitt, Elizabeth Gunter.....	Hickory
Pruitt, Sabra Louise.....	Hickory
Reddick, Mary Carolyn.....	Fountain
Rhea, Marjorie Helen.....	Kings Mountain
Roberts, Constance.....	Philadelphia, Pa.
Rochelle, Ruby Mae.....	Scotts Hill
Rodwell, Sue Walker.....	Charlotte
Rogers, Ruby Elizabeth.....	Wilmington
Roland, Dorothy.....	Wilmington
Sacrinty, Avra Ann.....	Reidsville
Salley, Harriet Elizabeth.....	Fayetteville
Sams, Helen Brown.....	Winston-Salem
Sawyer, Jane Beverly.....	Maplewood, N. J.
Sawyer, Janie Bryan.....	Sanford
Segraves, Millie Lou.....	Fuquay Springs
Sewell, Genevieve.....	Seffner, Fla.

Sherron, Evie Irene.....	Wake Forest
Stafford, Edith Virginia.....	Hamlet
Stephens, Louise.....	Burlington
Stroup, Nancy Frances.....	Denton
Suiter, Gertrude Virginia.....	Scotland Neck
Swain, Betty Beckwith.....	Asheville
Thomas, Marjory	Roxboro
Thompson, Mildred Ann	Mount Gilead
Triplett, Velma	Purlear
Tucker, Elizabeth Carleton.....	Winston-Salem
Upchurch, Lois.....	Raleigh
Upchurch, Muriel.....	Apex
Vernon, Dorothy Taylor.....	Mayodan
Waddell, Margaret.....	Ansonville
Ward, Mildred Marie	Williamston
Waugh, Edwina.....	North Wilkesboro
Webb, Mary Frances.....	Mount Airy
Weeks, Evelyn.....	Raleigh
Wheeler, Eleanor Ann.....	Asheville
Whitley, Frances.....	Fremont
Whitley, Marguerite.....	Wilson
Wiggins, Eva Frances.....	Louisburg
Williams, Sarah Cabell.....	Dunn
Williamson, Macie Angelle.....	Chadbourn
Willis, Katherine.....	Raleigh
Wirtz, Gloria Elizabeth.....	Pittsboro
Wolf, Rose Marie	Cristobal, Canal Zone
Wyatt, Annie Catherine.....	Raleigh
Wyche, Letha Jane.....	Hallsboro
Yates, Clara Lucile.....	Landrum, S. C.
Yelverton, Nina Estelle.....	Fountain

Specials

Bagley, Margaret, Voice.....	Raleigh
Barnes, Lilburn, Piano, Violin.....	Clayton
Barrow, Mrs. Howard, Voice.....	Raleigh
Blackman, Mildred, Piano.....	Raleigh
Bogasse, Glenn, Voice.....	Raleigh
Braxton, Kathleen, Piano.....	Raleigh
Caffrey, Charles, Piano, Violin.....	Raleigh
Candle, Charlotte Maye, Art.....	Rocky Mount
Creech, Mrs. Robert, Art.....	Wilson

Crowson, Mrs. Alice, Voice.....	Raleigh
Dickerson, Iris, Violin.....	Henderson
Farrior, Rachel, Art.....	Burgaw
Freeman, Mrs. L. E. M., Piano.....	Raleigh
Gilmore, J. F., Organ.....	Raleigh
Grady, James, Piano	Raleigh
Hamrick, Martha, Piano, Violoncello.....	Raleigh
Hartley, Neil, Violin.....	Zebulon
Hatch, Hurst, Voice.....	Raleigh
Hill, Mrs. G. N., Piano.....	Raleigh
Johnson, Lucile, Organ.....	Raleigh
Kohl, Robert, Voice.....	Raleigh
Kovac, Mrs. Joseph, Violin.....	Raleigh
Lee, Elizabeth, Piano.....	Mt. Vernon, Ga.
Lee, Flora Ann, Violin.....	Raleigh
Lee, Virginia, Piano.....	Raleigh
Link, Mrs. Clarice P., Piano, Voice.....	Apex
Melvin, Mary Lou, Speech.....	Raleigh
Melvin, Virginia, Piano	Raleigh
Middleton, Beverette, Piano.....	Raleigh
Miller, Mrs. W. D., Organ.....	Raleigh
Mills, Mrs. R. T., Voice.....	Southern Pines
Nowell, Ruth, Organ.....	Raleigh
Ogburn, Grace, Violoncello.....	Raleigh
Ottersen, Ragna, Piano.....	West Salem, Wis.
Page, Caroline, Art.....	Asheboro
Ricks, Gladys, Organ.....	Raleigh
Seltman, Ann, Piano.....	Raleigh
Shervette, Mrs. R. E., Jr., Voice.....	Enfield
Siddell, Billy, Piano.....	Raleigh
Smith, Mrs. Daisy Holmes, Voice.....	Farmville
Thomas, Louise, Piano.....	Ramseur
Waddell, Helen, Art.....	Durham
Weatherspoon, Margaret, Piano, Voice.....	Raleigh

Summary of Students

Seniors	97
Juniors	108
Sophomores.....	128
Freshmen	207
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Total classmen	540
Specials	43
Total	583

Summary by States

Alabama	1
Canal Zone.....	1
China	1
Connecticut	1
Florida	4
Georgia	2
Japan	1
Kentucky	2
Maryland	1
Massachusetts	2
New Jersey.....	6
New York.....	4
North Carolina.....	518
Ohio.....	2
Pennsylvania	2
Puerto Rico.....	1
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Meredith College

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ANNUAL CONCERT

The annual concert on Friday evening given by students in the Music Department showed excellent work in piano, organ, and voice, and included pleasing numbers by the Glee Club—all in accord with the high standards of the Music Department.

The complete program was as follows:

TWO PIANOS—Spanish Folk Dance *arr. Howe*
JESSAMINE HOLDER and MARY MATTHIS TURNER

PIANO AND ORGAN—Nocturne *Kroeger*
JANE WASHBURN and VIRGINIA COUNCIL

VOICE—The Wind's in the South Today *Scott*
FRANCES DIXON

ORGAN—Dorian Toccata *Bach*
RUTH NOWELL

VIOLIN—Adagio from Suite in G *Ries*
Pavane *Ravel-Engel*
OLIVE HAMRICK

VOICE—Connais tu le pays *Thomas*
There are Fairies at the Bottom of Our Garden *Lehmann*
PAULYNE STROUD

ORGAN—Christus Resurrexit *Ravanello*
(Trombone part by MARGIE THOMAS)
Toccata, Thou Art a Rock *Mulet*
ELIZABETH HOWELL

TWO PIANOS—Danse Andalouse (Ritmo) *Infante*
VIRGINIA COUNCIL and SARA COLE

GLEE CLUB—Irish Folk Song *Foote*
I Dream of Jeannie *Foster*
Floods of Spring *Rachmaninoff*

Accompanists: VIRGINIA COUNCIL, ESTHER MEIGS, ELFREDA BARKER

ALUMNAE DAY

Saturday, May 27, 1939

The Alumnae Association of Meredith College held its annual meeting at ten-thirty o'clock in the Astrotekton Society Hall, with Undine Futrell Johnson (Mrs. W. M.), presiding. The session opened with the singing of the *Alma Mater*.

For the first time the various committee reports were printed. The Ida Poteat Loan Fund, of which Mary Yarbrough is chairman, showed a balance on hand of \$1,025.76, with \$127.00 outstanding in notes. Foy Johnson Farmer (Mrs. J. S.), reporting for the Museum committee, read a letter from Mrs. Ada T. Ralls, granddaughter of Thomas Meredith, stating she had many things of interest, including portraits in oil of her grandfather, which would be suitable for the proposed Meredith Museum. Ann Bradsher Martin (Mrs. J. A. Jr.), stated that progress was being made on the Alumnae Directory. The program showed that the Alumnae Issue of the College Bulletin—Harriet Herring, chairman—had been mailed to each of the 2,100 alumnae on the mailing list last December. Twenty-four baby girls have been added to the cradle roll since last May, according to report by Margaret Bright, chairman of the committee. Mabel Claire Hoggard Maddrey (Mrs. C. Gordon), gave report of an interesting seminar sponsored by the history department, March 31-April 1, and she urged more alumnae to come to the next seminar. The report of the College Commemorative Plate committee—Mary Tillery, chairman—showed that an order for thirty dozen plates has been placed, and that Wedgwood will not make the plate until one hundred dozen plates have been ordered. The Class Doll report showed all dolls dressed except that of 1906. Marguerite Mason Wilkins (Mrs. R. B.), chairman of the Swimming Pool committee, stated that cash on hand amounted to \$6,059.71, the amount raised since last commencement being \$2,359.19.

The report of the Alumnae Secretary showed much activity during the year. Events emphasized were Meredith Week, October 30-November 5; Alumnae Council, November 5; Alumnae Number of College Bulletin, November; Founders' Day, February 3; Alumnae Seminar, March 31-April 1; Commencement, May 26-29; Alumnae Day, May 27. The report also showed that more money had been raised from coupons than at any time since 1935.

The reports of the Asheville, Charlotte, Elizabeth City, Greensboro, and Wilmington divisions were submitted as part of the printed program by Lonie Hocutt Goodman (Mrs. J. P.), Iva Pearson Olive (Mrs. E. I.), Virginia Branch, Ann Bradsher Martin (Mrs. J. A. Jr.), and Florence Butler Barker (Mrs. J. Abner), respectively. Pat Abernethy, general vice president, recognized the Greensboro Division as having been the most active division during the past year, and presented an award to the class of 1910 for having the highest percentage—fifty per cent—of active members. The award was a book for the library—Julia Cherry Spruill's *Woman's Life and Work in Southern Colonies*.

The Obituary committee, composed of Annie Hall Baity Newman (Mrs. J. P.) and Ruby Reid, submitted resolutions commemorating Nettie Earl

Mull, '26, of Shelby, who died November 1, 1938; Annie Crisp Warren (Mrs. J. R.), '08, of Conetoe, who died January 1, 1939; and Louise Bowden Bowden (Mrs. S. A.), '23, of Durham, who died January 6, 1939.

Mrs. Johnson announced that the officers of the Association, feeling that the alumnae should be allowed to express themselves on a matter which so deeply concerned them, and that they should be given an opportunity to hear the arguments for and against the suggestion of co-ordinating or of consolidating with Wake Forest, which arguments have received so much publicity recently, had decided to allot a limited time to discussion. She pleaded that alumnae would give the matter serious and prayerful consideration. There were no formal resolutions passed in regard to the matter, but following a spirited discussion a show of hands indicated no stand for coördination or consolidation.

The report of the Nominating committee, Hesta Kitchen Crawford (Mrs. J. R. Jr.), chairman, was adopted: Musette Kitchin Dunn (Mrs. S. A.), of Enfield, general vice president; Roberta Royster Workman (Mrs. W. J.), of Morganton, vice president of the Asheville Division; Katherine Nooe Knox (Mrs. Bonner), of Statesville, vice president of the Charlotte Division; Ann Bradsher Martin (Mrs. J. A. Jr.), of Wake Forest, vice president of the Greensboro Division; Mary Martin Johnson Browne (Mrs. O. H.), of Pembroke, vice president of the Wilmington Division; Jane Yelverton, of Raleigh, member-at-large to serve on the Executive committee; and Maude Davis Bunn (Mrs. J. W.), of Raleigh, commencement speaker. Other officers who are continuing their term of office are: Undine Futrell Johnson (Mrs. W. M.), of Winston-Salem, president; Ruth Couch Allen (Mrs. J. LeRoy), of Raleigh, recording secretary; Virginia Branch, of Enfield, vice president of the Elizabeth City Division; and Margaret Craig Martin (Mrs. Zeno), of Marion, member-at-large.

Miss Ida Poteat and Dr. Chas. E. Brewer—the latter retiring as president after twenty-four years of service—made brief talks and were given an enthusiastic ovation.

Mrs. Johnson closed the business meeting with a few words of thanks to her associates.

Rose Goodwin Pool (Mrs. F. K.), alumnae speaker, made an inspiring talk on "The Meredith Procession," asking for active enlistment of the twenty-one hundred alumnae on this Ruby Anniversary, and calling attention to the colorful character of the procession made up of alumnae engaged in a wide range of activities. However, she said, "by far the larger percentage of the procession marches in inconspicuous garments, not letting the left hand know what the right hand does, and these alumnae are kindred spirits of all that company of women who since the time of Dorcas have been 'full of good works.' These are at least keeping step. . . . Keeping step in the Meredith procession means making a stand for unadulterated Christian culture as well as taking a step in spreading the Christian gospel. The extent to which we do this determines Meredith's right to existence, for 'by their fruits' you know them. . . . It matters more in the tenseness of our times that women of the Meredith procession shall walk uprightly than that their intellectual attainments shall startle the millions. . . . May I be forgiven at this Ruby Anniversary Commencement for conceiving of the outgoing of Meredith

as a vast procession of the entire Meredith family with their varied gifts of mind and spirit following Him who is the Way, the Truth and the Life, and helping to bring in the Kingdom through the ministry of women. That Meredith prophet must have seen such a procession when he wrote in earlier days:

In thy paths the field shall blossom and the desert shall rejoice,
In the wilderness a living fountain spring."

Luncheon in the college dining hall was a pleasant social affair. Mary Carter Ray Abernethy (Mrs. C. O.), was a charming toastmaster. There was a song from the Granddaughters Club, and also an entertaining feature, "What Every Alumna Should Know," given as a competition between the reunion classes 1902-'03-'04-'14-'19-'20-'21-'22-'23-'29-'37. Margaret Shields Everett (Mrs. S. J.), of the class of 1902, and Mattie Gunter Riggsbee (Mrs. M. G.), of 1920, won by making perfect scores. Each was presented a Dr. Dixon-Carroll portrait medallion. With the singing of *Alma Mater* Meredith's Ruby Anniversary Alumnae Day ended.

CLASS DAY EXERCISES

May 27, 1939

The daisy chain procession, opening feature of the Class Day exercises, was probably the loveliest of all commencement scenes. Singing to their Big Sisters, the white-clad sophomores entered the grove carrying the daisy chain. They formed a double aisle through which seniors, led by their president, Mary Martin, and their mascot, Gene Wall, approached the amphitheater. Wearing ankle-length afternoon dresses of embroidered organdy in rainbow tints, they presented a picture of unusual beauty. A song of greeting to the Class of '37, Big Sisters to this year's graduating class, was answered by approximately twenty-five members of that class who had returned for the occasion. Sophomores then offered a tribute in song to the seniors, and to this the Classes of '37 and '39 responded with the traditional "Bones" song.

The program, a skit presenting the dream-Meredith of 1959, was prepared by a committee headed by Annie Elizabeth Coward, and was under the direction of Mary Martin. A lounge in the college of tomorrow was the scene of a lively conversation in which mothers and daughters, returning from an annual mother-daughter banquet, revealed the rules, ways, and trends of Meredith—past, present, and future. Additional interest was furnished by models of several class-day dresses of past years. Taking part in the skit were Charlotte Peebles, Janet Aikman, Paulyn Stroud, Gerry Tuttle, Mary Gavin, Dorothy Willson, Mary Jane Lindley, Mildred Ann Critcher, Dorothy Hagler, Margaret Lee Liles, Katherine Kalmar, Minnie Anna Forney, Barbara Behrman, Dorothy Crawford, Blanche Johnson, and Virginia Vaughan. Minnie Anna Forney had charge of the staging; Louise Biggs, of the programs; and Dorothy DeVault, of properties.

Following the skit, the crook was presented to the incoming Senior Class president, and announcement was made of the class gift, a check toward the expense of paving the drive. A gift was also presented from the class to the mascot. A recessional with the sophomores and the daisy chain again in prominence closed the exercises.

SOCIETY NIGHT

After the processional of the Philaretian and Astrotekton Societies, the address of welcome was delivered by Miss Geraldine Tuttle, Astrotekton president. Miss Mary Jane Lindley, president of the Philaretian Society, then introduced the speaker of the evening, Dr. Walter Cutter, director of the Federal Writers' Project.

Dr. Cutter's subject was "Design for Living." Throughout the course of his remarks he emphasized it as imperative that human beings should learn to get along with one another. We stand today at the crossroads; having achieved tremendous material gains, we are nevertheless spiritually impoverished. Unless we learn to live together, we are threatened with the loss of civilization itself.

We must cultivate community of interest, the spirit of coöperation. People are after all supremely worth knowing. They have a greater value than anything else whatever. They are greater than literature, for they are the subject matter of literature. We should therefore let nothing separate us from people—neither social position, nor education; neither politics nor creed.

We need to learn to get along with others. Education in such a college as Meredith should be a means to this end; for education is after all only a means, not an end in itself. Women have a special obligation to aid in preserving and promoting the finer values of life. To live in understanding of others and with affection for them is to live richly. "Why limit oneself to a 6x6 cell," queried the speaker, "when by knocking down its walls we may become citizens of the world?" To enter sympathetically into the lives of many people is to multiply and enrich our own personalities. A rebirth of understanding is supremely needed.

After Dr. Cutter's address, a number of prizes which are annually awarded were presented. The Carter Upchurch medal, given by Mr. P. A. Carter of New York, for the best essay written by an Astrotekton, was presented by Miss Susan Iden to Miss Frieda Culberson of Asheville. Miss Culberson's essay was entitled "Horace and His Message." The Minnie Jackson Bowling medal, given by Dr. E. H. Bowling of Durham for the best essay by a Philaretian, was presented by Dr. Bowling himself to Miss Carolyn Henderson of Durham, whose essay was entitled "War and Peace." The Philaretian scholarship, given annually by Mr. A. J. Maxwell of Raleigh for high scholarship and for exceptional service to the society, was presented by Miss Pat Abernethy to Miss Elizabeth Tucker of Winston-Salem.

Awards in the English Department were announced by Dr. Julia Harris as follows: to Misses Catherine Chiffelle and Helen McIntosh for the best reports on independent reading; to Miss Dorothy Greene, the Albert Stanburrough Cook prize for the best bibliography in American literature; to Miss Mimi Caffery, the Elizabeth Avery Cotton prize for the best contribution during the year to *The Acorn*. Miss Caffery's story was called "Amarantha."

A number of prizes in the Department of Athletics were next presented. Monograms were given Misses Jane Washburn, Sara Pope, Willena

Schoene, Mary Elizabeth Foster, Alice Mae Glasgow, Rachel Lewis, Edna Martin, Mary Gwin Oliver, Betty Vernon, and Corinna Sherron; and stars to Misses Mary Kate Collier, Barbara Behrman, Aileen Snow, Dorothy Willson (3), Dorothy Crawford (3), Dorothy DeVault (2), Dorothy Sears (2), Fanny Darby, Doris DeVault, Sada Louise Clarke, Betty Vernon and Juanita Stainback; the baseball cup was presented to Miss Fanny Darby, captain of the Senior Class team; the horsemanship cup went to Miss Dorothy Hagler; the trophy for tennis singles to Miss Ella Eddins, and for tennis doubles, to Misses Dorothy Willson and Dorothy Crawford. The trophy for the best all-round athlete was presented to Miss Dorothy Willson, and the prize for an outstanding contribution to campus activities was awarded Miss Janet Aikman, editor of the college annual, *Oak Leaves*.

Miss Nora Kelly, graduate nurse in charge of the Meredith Infirmary, announced that the health award offered annually by Dr. Lane, had been won this year by the Freshman Class. The cup was received by Miss Addie Davis, president of the class.

Prizes for perfect attendance over a period of three years in the Department of Physical Education were announced by Mrs. Gertrude Royster Sorrell as having been won by Misses Edna Martin, Dorothy Sears, Dorothy Willson, and Betty Vernon.

The Ida Poteat award in art, given by Miss Davie Belle Eaton of Winston-Salem, was presented by Dr. Edgar H. Henderson to Miss Katherine Kalmar.

Miss Catherine Johnson, president of Kappa Nu Sigma, announced the following elections to membership in the honorary scholarship society: from the Sophomore Class, Misses Lillian Watkins, Jean Ellis, Ernestine Neighbour; from the Junior Class, Misses Dorothy Greene, Frieda Culbertson, Helen Canaday, Minetta Bartlett, Carolyn Critcher, Virginia Lee Watson, Bebe Dickenson and Edna Earl Coggins; from the Senior Class, Misses Margaret Lee Liles, Jessie Currin, and Dorothy Hagler, Miss Johnson also announced that the freshman scholarship offered by Kappa Nu Sigma had been awarded to Miss Bettie Lou Anderson.

The last feature of the evening's program was the tapping ceremony of the Silver Shield Society. The following were selected for membership: Misses Aileen Snow, Bebe Dickenson, Dorothy Greene, Ella Eddins, Margaret Jane Childs, and Carolyn Critcher.

COMMENCEMENT SUNDAY

College Auditorium

For the academic procession Dr. Harry E. Cooper played the *Allegro* from Mendelssohn's *Sixth Sonata*. Dr. Brewer gave the invocation, and Dr. S. L. Stealey, pastor of the First Baptist Church, Raleigh, read the scripture lesson and offered the prayer. Miss Ragna Ottersen conducted the choir in singing Macfarlane's anthem, *Open Our Eyes*, in which the thought continues "that we may behold thee walking beside us," a thought centered even more on Christ, by Miss Ethel Rowland's solo, *The Cross*, by Ware. Closing with the same supreme thought was Dr. Stealey's sermon, based on Philippians 1:9-10. The preacher voiced his appreciation of the good work of many of the seniors in the Raleigh churches, and he took special note of the presence of Dr. Vann, saying of him and of Dr. Brewer, "They mean much to the world!" In his sermon Dr. Stealey emphasized the importance of leadership. In every generation it is only a minority—really only two per cent—that holds in its hands the future of the world. Paul, the most nervy, the most experienced apostle, writing to the Christians in Philippi—a very small minority, yet who were helping to transform the world—exhorted them that their *love* might abound. This is the one word that explains things, that draws all of life together; and this power was exemplified in his own life. Love inspires, yet also controls and disciplines. It is well to go marching on, for there is much that graduates may add to the beauty and usefulness of life. Paul lays stress on the "more and more," but it must be not just according to zeal, but also according to knowledge, to judgment, to approval of "things that are excellent." We must decide what shall come into and what shall go out of life. Paul urges Christians to be sincere, without sham—their life is to be sun-judged, as in olden days buyers held up against the sunlight a beautiful bit of furniture or a vase, to see if it were stuffed with wax to conceal imperfections. Today all Christians—a purposeful minority—should so live that each life means something to others—a life filled with love, knowledge, judgment, sincerity; a life "without offence, till the day of Christ." We may seek wealth, power, learning, even love itself, yet make a failure of life. Faith in Jesus Christ is the only anchor that must be thrown out at death; every other anchor brings one away from God rather than close to God. May He guide us to be a purposeful minority that will change for the better many things in this our generation.

In the evening service Dr. Cooper played the Prelude and the Postlude—the latter being Widor's *Toccata*. The invocation and the benediction were given by the Reverend Albert Simms, Pastor of the Baptist Church, Wendell. Malotte's anthem *Our Father Who Art in Heaven* was prayerfully sung by the choir, conducted by Miss Ragna Ottersen.

The Reverend Charles B. Howard, pastor of the Baptist Church, Buie's Creek, preached the missionary sermon, which had for general subject "Noblesse Oblige"—"the nobility is under obligation." The Bible text in-

cluded the first eight verses of the tenth chapter of Matthew's Gospel: Christ's commission to the twelve Apostles—to preach, to heal, to raise the dead, to cast out devils; because the twelve had freely received they were freely to give. Dr. Howard said in part: "Having received the maximum of life from Him, they could not escape His challenge to give the maximum of life through Him to a waiting and dying world. . . . To every honest person, the very acceptance of life itself presents a mighty challenge. . . . If the young women of your generation have lowered their social and moral standards, let it be your boon to raise them aloft once more. If we have sold our Sabbath to pleasure and gain, see how large you can make the circle in which it shall be restored. If America has sold her soul to Satan, see that you possess your own in the grace and the glory of God. If the Bible has become a lost book in the American home, see that it is opened and obeyed in the homes you will help to make. If the passion for a lost world is dying in the hearts of our Baptist people, allow the Holy Spirit to fill you with the 'fire that burns and the love that is stronger than death.' . . . Into your lives are pouring with unstinted measure the rich heritage of Meredith, the great character and achievements of Stringfield, Vann, Brewer and the others, the love and prayer and tears of parents and friends who have invested themselves so lavishly in your training. . . . 'Noblesse oblige'—'the nobility is under obligation.' . . . Who have more freely received the best things of God and His saints than Meredith students? Who have had a better opportunity than you to enroll and to study in the school of Jesus? From whom, than from Meredith's young women, will the world expect more of His spirit and power to be applied to the world's vexing problems? . . . You will go forth to put men and women in touch with the living God. In His power and grace you will resurrect values that are dead, restore forgotten meanings to life, redeem lost souls and lives, and awaken sleeping enthusiasms. You will sanctify the family, the home, youth, loyalty, and patriotism."

Dr. Howard then related how he was thrilled when a Chinese Baptist student in a seminary here told how a Bible woman had converted his parents at the time of his birth; and, upon comparing dates, Dr. Howard found that it had happened about the time that his own father—a dying man—had given his last ten dollars to the cause of Foreign Missions. As he noted this coincidence there came to the son of that father a new joy in missions, and a clear light on his obligation and on that of his fellow Christians in America to see to it that the gospel is proclaimed throughout the earth.

Then the preacher spoke of the romance, as well as the duty, in doing the Lord's work: "And now we may, if we will, have some of the same romance that was His, as we say 'The Spirit of the Lord is upon me. He hath anointed me for my particular task in the spreading of His Gospel, and I am now ready for that task. . . . But let us see . . . that we have an invincible Partner in this task. Paul says that 'we are labourers together with God.' This divine partnership is God's highest compliment to us, aside from our salvation. It is also God's chief delight in us—to have us associated with Him in His redemptive task. But

think, too, of the fact that it is our heaviest responsibility. If God is depending on our testimony to win souls unto Him, we dare not fail Him and them. . . . One word of warning. Let us be sure that He is the Senior Partner. . . . Let us commit our lives, our talents, our all to Him and His service in the world, and engage to follow Him all the way to the glorious end."

THE ART EXHIBIT

The annual Commencement exhibit of the Art Department of the college, May 27, included compositions in oil, water color, tempera, pastel, frescol, pen and ink, and charcoal. From the Art, Education and Industrial Arts classes were shown linoleum block-printed fabrics, pastel designs, tea tiles, masks, booklets and toys. The block-printed patterns showed unusual beauty of design, and the experiments in papier-mache modelling were unique and clever. The department enlarged its scope this year to include courses in interior decoration, costume design and fashion illustration. Renderings of period and modern rooms, fashion sketches from a life model, and design of historic costumes added much interest to the exhibit. The seniors majoring in art were Misses Katherine Kalmar, Anne Murray and Theresa Wall.

Miss Katherine Kalmar of Goldsboro received the "Ida Poteat Award," offered annually by Miss Davie Belle Eaton of Winston-Salem, for the best work in the Art Department during the year. Miss Kalmar shows ability to think through a composition. Her work has an air of distinction coupled with a solid quality and a feeling for gracefulness of line. Her life studies in a new medium, frescol, were distinctive and interesting. During her four years at Meredith Miss Kalmar has shown unusual ability in her work.

A highly prized gift from Mrs. Anna Hyatt Huntington was also exhibited at this time. It is a bronze composition of "A Swan and Her Young," and is a fine example of Mrs. Huntington's technical skill and beauty of conception. The college feels greatly honored to be a recipient of Mrs. Huntington's generosity.

THE GRADUATING EXERCISES

Monday morning, May 29, at 10:30 o'clock the academic procession entered the auditorium, while Dr. Harry C. Cooper played the Hollins *Concert Overture in C Minor*. The invocation by the Reverend Albert Simms was followed by Saint-Saens' *Allegro* from *Trio in E Minor*, played by the well-known college trio, Edgar Alden, Katherine Eide, Aileen McMillan.

After a warm introduction by President Brewer, Professor Hubert Poteat of Wake Forest College gave the baccalaureate address, which, with the president's address, is printed at the end of this bulletin. Following the presentation of diplomas and the conferring of degrees came President Brewer's address to the graduating class. Mendelssohn's anthem—*Hear My Prayer*, sung by the choir with deep spiritual feeling, was conducted by Miss Ragna Ottersen.

The Bibles, given by the College to the graduates every year, were presented by Dean Boomhour. The Reverend Albert Simms made the address of presentation, in which he used the following striking comparison:

"Many of you have seen, as I have, that print of the Constitution of the United States which was so delicately shaded and tinted as to bring out the features of George Washington, the founder of our country. From one point of view, the Constitution, that copy of it, as it hangs upon the wall, is merely a document, a treatise upon the rights of citizens. But when it is viewed in another way, it bears the imprint of a man, a man whose life and whose love was for his country, and whose services were given in making the Constitution a fact. This Bible is a wonderful source-book of history, of beautiful poetry, of a system of morals not to be surpassed, of great spiritual truths. Yet if we look again to the deeper meaning, we shall find there the imprint of a MAN. Aye, a God-man, whose life and whose love was given and is being given that the truths in this Book may be made fact. . . . Let it be remembered by us all, that as we give, as we receive, and as we use this Book, only as we draw closer to Him, shall we know His presence with us as the risen Christ and the living Lord."

As president of the Board of Trustees Dr. J. Rufus Hunter took charge of the exercises at this moment, and recognized in the audience, as an honored guest, Miss Florence Brunswick, a Meredith graduate who had been the teacher in Japan of one of this year's graduates, Miss Kazue Murata. Miss Brunswick was staying in Seattle, Washington, and she traveled here to be with Miss Murata, whose father and mother were so far away.

Dr. Hunter then recognized Mrs. Wingate M. Johnson, who used apt quotations from the *Alma Mater* in giving her message to the President of the College:

"Dr. Brewer, in behalf of the Alumnae Association of Meredith College, it is my pleasure and honor to present to you an order for a dozen Meredith Commemoration plates. In this gift go the love and deep appreciation of every alumna for your years of service. Because of your

effort during these twenty-four years, Meredith has come through tribulation and her robe is still clean and white. Now and during the years to come, we salute you. At your feet our loyal hearts their tribute lay."

President Brewer ended his few but heartfelt words of thanks by saying: "I have wonderful dreams about the growth of Meredith, about its development and its future prosperity."

Dr. Hunter prefaced his next remarks with the story of the earliest girls' school that became a college—a school founded by Countess Benigna Zinzendorf in 1742, located first at Germantown, Pennsylvania, before it was moved to Bethlehem. After giving a short but interesting account of the school's *Book of Rules*, dated 1785, Dr. Hunter made the following statements: "We have had a good session this year. We are closing a good year's work in all departments. . . . I bring a word from the Board of Trustees as well. It is doubtless known to many of you that Dr. Brewer, of his own volition, tendered his resignation some time ago, as President—the resignation to take effect on June 1st. . . . We regret deeply to have the pleasant relations broken which have been going on for twenty-four years between the College, the trustees, and Dr. Brewer, but it seemed to him wise that he should give up the heavy work of administration. . . . But in the fall he will be at Meredith in the Department of Chemistry. I have another announcement to make from the action of the Board of Trustees. Dr. Brewer has been asked to serve as Acting President until he leaves at some time during the summer. . . . The trustees have designated that when this time comes, Dean Boomhour shall be Acting President until a successor to Dr. Brewer is elected and qualified. I wish I might announce who this man is to be, but I do not know. . . . The trustees are anxious to get a man who will be well worthy of the honors created for the position by Dr. Vann and Dr. Brewer. I wish so much that it had been possible for Dr. Vann to be here today.

"Now, Dr. Brewer, on behalf of the Board of Trustees, I want to present to you a slight token of the expression of the love and esteem and deep affection they hold for you as a man and as a president of the College."

A large silver tray bearing two beautiful silver candelabra was then presented. After accepting this gift, Dr. Brewer closed his words of thanks by speaking straight out from his heart: "I love all young life, whether that life be boys or girls. (Referring to Wake Forest and to Meredith, previously mentioned.) The interest I have in boys and girls both, my friends, is this: To see them start here in college to prepare themselves for a worthy career in life. That is my joy. That is the objective I have had for these fifty years—twenty-six at Wake Forest, twenty-four now at Meredith. Thank the Lord for such a privilege. Thank the Lord for all the people who are so good to me."

After the singing of the *Alma Mater* and the benediction by the Reverend Albert Simms, the graduating class marched out to the inspiring organ music played by Dr. Cooper.

PRESIDENT BREWER'S ADDRESS

Young Ladies of the Graduating Class:

I speak for all who are here today as well as for multitudes of friends elsewhere in extending to each of you hearty congratulations on the achievement realized by you. Today marks the completion of your work for your bachelor's degree, and the diplomas which you now hold in your hands, are the visible and tangible evidence of that fact. We wish for you all happiness and success wherever you may be in the years ahead.

This day marks the closing of four years of consistent work in College, and the commencement of a new epoch in each life. Naturally, you will have mingled feelings in connection with both the closing and the commencement. You have a right to rejoice over the achievements of the years that are now behind you and to feel a thrill because of their successful completion. You may dread the necessary separation from friends and scenes that are dear to you. You may be conscious of the approach of a novel responsibility. I suggest that you let the pleasant features of this present situation linger with you, and then meet calmly whatever life may have in store for you. Do not cross the bridge till you come to it. In many instances you will not have to cross it at all. You may be separating from friends you have found here, but these friendships will go with you through life, and ever and anon there will be reunions and renewals. The future may be hidden from you, but the very mystery of it is enchanting. The possibilities are acknowledged to be unlimited and therefore powerfully stimulating.

Of course you will not for a moment think of your education as complete because you have now secured a college degree. You will want to continue your studies as long as you live. This you will have to do to avoid the early coming of the so-called dead line in your life. The arrival of such a disaster cannot be stated in years. It is reckoned in attitudes. One reaches the dead line when he cannot adjust himself to new conditions—to progressive thinking. He gets into a vicious circle—a monotonous round of action and of thinking. He may reach this dead line at thirty years of age, but as some one has suggested, he may not be buried till after he is sixty years of age. For example, the banker may give such attention to the details of his business as to forget all other interests about him. He becomes each day more like the very materials he handles. You have heard the round: Rags make paper, paper makes money, money makes banks, banks make loans, loans make debts, debts make poverty, poverty makes rags, rags make paper, etc. Such a banker has come to see only the material side of life.

A farmer and his friend were in conversation with each other. Said the friend to the farmer, "Why do you wish to have more money?" His reply was, "To buy more land." "And what would you do with more land?" said the friend. "Make more corn." "Why more corn?" "Fatten more pigs." "Why more pigs?" "To make more money to buy more land, to make more corn, to fatten more pigs, to make more money to buy more land, etc."

The farmer apparently had no interest except in money, land, corn and pigs. What a tragedy! To live where so many delightful and challenging interests are about, and to let them go neglected! Men in other lines of work frequently make mistakes of the same sort. They are all too common.

Your diploma is a commission. You are under obligations to carry on in the intellectual field. It would be a serious, not to say a fatal, mistake for you to think that you can go through life with the momentum acquired in college. You have merely quickened your wits, learned the methods of study, and discovered the sources of information and power. Without constant attention and use your wits will become dull, your methods will become antiquated, your sources of information and power will prove to be inadequate. New conditions, new times, call for a corresponding renovation of both methods and materials.

You will be expected to maintain a high ideal. In home life, in business, in profession, in citizenship, your example may be a silent yet powerful influence to help others. It may call for time and energy on your part, or for material contribution. No matter what the conditions may be, you will realize a wonderful return to you through satisfaction for unselfish interest in others.

Your diploma commissions you to go forth to achieve the balanced life. Such a life, as some one has said, is characterized by "faith without credulity; conviction without bigotry; charity without condescension; courage without pugnacity; self-respect without vanity; humility without obsequiousness; love of humanity without sentimentality; meekness with power."

I think of you in contrast with the Pharaohs of old as history presents them to us. They had lands and great possessions. They had glittering courts and multitudes of slaves. They built monuments of stone under which to be buried. But oh, not for us such a land with fabulous possessions and glittering courts. Not for us a multitude of slaves and a towering mausoleum. Rather give us Meredith that pulses with young life—not slaves but queens as fellow helpers to the truth, and builders of structures that never pass away—memorials not in cold marble or granite, but in human hearts and lives.

We welcome you to a full and a growing fellowship as Alumnae here at Alma Mater. "May the Lord bless you and keep you: The Lord make His face to shine upon you, and be gracious unto you: The Lord lift up His countenance upon you, and give you peace."

May the Lord bless you and keep you wherever you may be and in every responsibility you may carry.

PROFESSOR HUBERT POTEAT'S ADDRESS ON INTELLECTUAL MATURITY

In the midst of the light and joy of this auspicious day there stalks a dark shadow. A stalwart soldier, having fought the good fight, having finished his course, having kept the faith, is about to doff his armor. How happily and confidently have we followed, these past years, where his flashing sword led; how eagerly have we sat at his feet around the campfire, to hear his wise counsel; how deeply have we revered him, in field and bivouac, for his great heart, his bright and ardent faith, his sunny spirit, his devotion to his high task! As he lays aside the arduous duties and responsibilities of leadership and, furlough in hand, bids farewell to his loyal soldiers, let him feel—nay, let him know—that he carries with him the respect, the admiration, the love of thousands whose lives he has touched and blessed.

I should like to talk to you this morning about intellectual maturity. Do not think for a moment that my words will flow from a fountain of inner experience: "I count not myself to have apprehended." But I have known intimately many persons who were mentally adult, and I have known equally intimately many more who were not. From these personal contacts, plus a good deal of sober reflection, I have reached some conclusions which I desire to pass on to you now.

Before presenting and attempting to discuss these conclusions, let me warn you that intellectual maturity, like everything else in life which is really worth striving for, is set at the end of a road that bristles with difficulties and hardships and even dangers. There is, for example, perfectly normal human laziness to be overcome—and it is surely the most insidious of all our temptations.

And then there is the contented mental adolescence of the great masses of our people—and it is the most contagious of earthly afflictions. Moreover, it is apt to be rather truculent and pugnacious, as though it recognized its shame and sought to set up a defense against the mentally mature. To illustrate: If you use words of more than three syllables and try to speak correct English, you will be called a highbrow—not by way of compliment, either; if you decline to be dragged into the silly everlasting boredom of bridge parties, you will be torn to tatters by those whose brains would be severely strained by anything more intellectual than hearts and spades, clubs and diamonds; if you refuse to debase your intelligence by trotting blithely after every popular whim and fancy, you will be scornfully branded as snooty and "stuck up." And the mental adolescents, the majority of whom are, of course, incapable of attaining intellectual maturity, will go happily on their way with the comforting assurance in their hearts that they have definitely put you in your place.

There is another difficulty in the road, which is much more personal—for it has to do, not with the attitude of your friends and neighbors, but with your own mental training and equipment. You are the product of a system of grammar and high school education which hasn't time to develop and encourage potential intellectual aristocrats. The enormous increase in the enrollment of our schools during the past three decades

has resulted in a necessary but none the less tragic lowering of standards, for the accommodation of the vast majority of boys and girls who, for one reason or another, are not interested in the things of the spirit, and seek only a little veneer of training which may help them to get a job when school days are over. Moreover, in order to try to meet all the possible needs of this scrambling horde of young Americans, the schools are now selling more different articles than a twentieth century drugstore. Add to that fact the theory, generally accepted by school authorities, that no boy or girl ought to study anything which he or she finds hard or uninteresting, and you have firm ground for the sorrowful conviction that most high school graduates must inevitably step out into the world with only two permanent possessions: The habit of superficiality and the ability to dodge difficulties—sorry equipment even for the average citizen, to say nothing of seekers after intellectual maturity.

But we have every reason to believe that you are not mere average citizens, and at the same time to hope that you have either escaped or overcome the handicaps of typical contemporary high school training. At any rate, you have emerged from the masses of your schoolmates and have pressed on to this great institution, where for four bright years you have enjoyed the stimulating fellowship of hundreds of fine young women like yourselves and the leadership of your brilliant and able faculty. However defective and imperfect, therefore, your pre-college education may have been, you have had the time and the opportunity on this campus to take stock of yourself, to consider yourself objectively—your home background, your grammar school and high school education, your doings in this college; more vital and important still, you have had the time and the opportunity for introspection, for a thorough subjective examination of the real *you*—your talents, your habits, your mental and spiritual attitudes, your desires, your hopes and dreams for the future. If out of all your stock-taking, out of all your earnest reflection, there does not come an unshakable determination to live the adult intellectual life, then either you have wretchedly failed to make the most of the opportunities and privileges that have been yours, or you have proved beyond the peradventure of a doubt that you ought never to have sought a baccalaureate degree.

I prefer to believe that all of you have highly resolved to continue to grow, and thus to seek, as one of your finest and most glorious ideals, mental maturity.

Let us consider now what are the ingredients which, by a subtle, beneficent chemistry, eventually produce the intellectual adult. There seem to me to be four of these ingredients.

I mention, first, the habit of feeding the mind and soul with good things, whose ultimate result is culture. Now the man in the street, the average man, who has been referred to before, is very fond of sneering at culture and at those who seek it for themselves. He appears to think of it as a sort of comic and incurable disease of which the sufferer will finally expire after a perfectly useless life. Culture, you see, butters no parsnips and pays no bills. But it does signify that its possessor recognizes the meaning of the likeness of Almighty God, stamped upon his soul, and seeks to be in some small way at least worthy of it; it does

supply the keenest joys and the highest satisfactions earth affords; it does bring the individual mind into closer and yet closer fellowship with the divine mind; it does turn the leisure hours into fruitful gardens of delight, where great spirits pour out their bounty upon all who will walk therein.

Now the great American malady is neither cancer nor tuberculosis nor influenza; it is boredom. He who knows not the sweet ministries of culture will go through life with boredom bestriding his shoulders like some horrible old man of the sea. And his antics as he attempts to dislodge the incubus are at once pathetic and ridiculous. If he is blessed with wealth, he flies hither and yon, only to discover, whenever he lights, that Horace (of whom he never heard) was right when he remarked that no exile from his native land has ever succeeded in escaping from himself. If he can't afford trips to the so-called pleasure spots, he gets up a table of bridge, or he jams on his hat and hies him to the nearest movie, or he takes refuge in tenth-rate reading matter, or his idle mind and hands (as the old proverb suggests) are yielded to the devil's promptings.

Mr. Edison, surely one of our greatest men, said shortly before his death, that very soon the average work day in the United States would be only two hours. Now all our pedagogical pundits, big and little, are everlastingly telling us that since we have an industrial civilization we must have an industrial education. I am wondering, therefore, what the American laborer, who as a rule has had neither opportunity nor incentive to develop a love of the things of the spirit, will do with the other twenty-two hours. The world's greatest satirist once wrote, probably with complete accuracy, that the Roman people of his day wanted nothing except food and amusement. The statement would be dishearteningly near the truth if it had been written of us by one of us and published this morning.

Because the great American malady is boredom, the great American game is neither baseball nor bridge: It is feeding the great public what the great public wants or can be made to think it wants. As a rule it doesn't pay to attempt to raise standards; there is vastly more return in prestige and pelf from catering at the lower levels. For example, a few weeks ago our newspapers quoted a towering Southern statesman as saying that he knew all his ranting and roaring about immigration was so much buncombe, but that the people wanted it and he proposed to let 'em have it. And presently, no doubt, we shall be strutting about wearing neat little cockades in our hats and scowling at our friends who refuse to return our American equivalent of the Nazi salute.

Consider, further, our magazines. The number of the so-called "Truth" journals sold each month staggers the imagination, and I am told that many of their readers actually believe that the hokum and piffle they devour so avidly is really true. And then there are those magazines which record in glowing, palpitating detail the goatish capers of the morons of Hollywood. What a feast of reason and flow of soul; what a thrilling aid to vicarious deviltry; what a shabby spectacle for men and angels! And of course our newspapers must play the game, too, by printing daily installments of such irremediable drivel as "Swing Mad-

ness." Without pausing to discuss the sort of books our people read, I merely ask you to reflect for a second or two on America's favorite poet.

The radio stations are very much on the alert to catch the popular fancy. Twiddle your dials a bit and you are apt to get either the synthetic raving of a Negro exhorter, or the dismal whine of "hillbillies" (punctuated by much verbal applause from the announcer—"At-a-boy, Jim"; "Nice work, Sam," etc., etc), or interminable saxophonic assaults on the goddess of music.

Many other examples might be given, but one more will suffice: The great American game is being played with energy and skill even in the field of religion. Here is a great denominational board buying up the copyrights of all the popular songs it can get, in order to cut in on the lush profits of a certain indefatigable gentleman who has published thirty hymnals; here is a former president of a Southern Convention scattering leaflets all over the country in which the public is urged to buy his new book of sermons "hot off the press"; here are ministers and Sunday school teachers, too lazy to tackle the blessed task of lifting the people to their own mental and spiritual level, who, Sunday after Sunday, dispense what they think the people want to hear, and yet have the effrontery to ask the blessing of God upon their venal service.

Ah, well, if you, and thousands of other eager college men and women on the threshold of graduation, are going to play the great American game, our future is lowering and ominous, indeed. I challenge you today to a crusade for culture, to a holy war on sham and cheapness and dollar-chasing hypocrisy. For your own culture will be but a polished and bedizened selfishness unless you are willing and eager to share it and thus to strive to lift other less fortunate men and women to the gracious, lovely heights of the fuller life.

The second ingredient of intellectual maturity is, I suggest, the habit of doing one's own thinking, whose ultimate result is independence. There is today an infinity of raucous voices calling us this way and that, insisting on this panacea and that policy, howling their wares, and filling heaven and earth with a ghastly cacophony. What to do? Whither to turn? Whom to trust? Well, young ladies, the majority of your fellow citizens, with "blind faith in the infallibility of jargon," will be quite apt to do or turn or trust according to the volume of noise. And so Dr. Somebody's pink pills for pale people will continue to attract piles of dollars which would as well be thrown down the drainpipe, thousands of sufferers will continue to write pathetic personal letters to a canny New England dame dead these thirty years, the lovelorn will continue to seek advice from a bevy of old harridans who ought to be in jail, many farmers will continue to get their weather forecasts from the almanac, and the yap at the forks of the creek (with a mind like a bent wagon wheel) will continue to believe everything he sees in print.

But the inability or unwillingness of the great masses of our people to do their own thinking has much more serious aspects. There was once a Roman emperor who expelled from Rome all the philosophers—and his principal reason for this piece of high-handed cruelty was undoubtedly that the philosophers taught the people to think, and Domitian knew that no despotism can live in the midst of an actively

intellegent citizenship. You turn your thoughts at once to certain European tyrants, but let us stay on this side of the Atlantic. Corrupt city machines, "bosses," peanut politicians, and odorous demagogues are still doing a profitable business among us, and the only siege-gun that will ever blast them loose from their comfortable berths is independent thinking. As long as a fifth-rate clown can campaign successfully for high office by passing out to children sticks of candy bearing the legend, "Tell your papa and mama to vote for So-and-So"; as long as sugar-coated economic and political nostrums are poured down indiscriminating throats in lethal doses by tub-thumping alley cats in tailcoats; as long as blind party loyalty takes precedence over intelligent choice of men and measures; as long as candidates expend all their energies in tearing the character and reputation of their opponents to tatters, the while carefully steering clear of sober discussion of great public issues; just so long will the intellectually mature have their work cut out for them.

It seems to me that independent thinking is more keenly needed in the field of religion than in any other. Our glorious Union is the proverbial happy hunting ground of the religious quack and the spiritual faddist. Here is a sleek little brown-skinned sharper whose fanatical devotees would be happy to die for him, believing him to be God; here is a lovely woman all but worshipped by thousands, in spite of the fact that she is the only human being who ever dived into the Pacific and came up in the middle of the Nevada desert; here is the pious faker who has an advance copy of the program of Judgment Day, complete with directions and date; and, not to particularize further, here are the itinerant evangelists. Please do not suppose I am including in this shabby catalog all itinerant evangelists, for I am not. The type which belongs in the list is perfectly well known to you. Now all these gentry I have mentioned depend for fame, success, *and* wealth upon ignorance, prejudice and superstition; they are, indeed, as I have already hinted, among the most tireless and skillful players of the great American game.

For the glory of God and for the coming of His kingdom, I challenge you today to a holy war on demagogues—political, economic, religious. The only weapons you require are courage and a trained mind which habitually does its own thinking.

The third ingredient of intellectual maturity I consider to be the habit of deferring final judgment until all the evidence has been examined, whose ultimate result is toleration. Thomas Jefferson once declared: "I have sworn upon the altar of God eternal hostility to every form of tyranny over the human mind." I suggest that you make for that fine sentiment a permanent place among your dearest treasures, for intolerance is the ugliest and wickedest of all the monstrous brood of old Mother Ignorance. There are many phases of human life in which the wreckage wrought by the closed mind may be observed. For example, how many lives have been utterly ruined by gossip! Now habitual chatterers who interlard their slander with "they say" are doing nothing more nor less than reaching and broadcasting conclusions without having examined all the evidence—and such a procedure is about the surest indication I know of fifth-grade intelligence. And possibly you don't approve of your neighbor's mannerisms and eccentricities and costume. I may as well

confess that I find it very difficult to be tolerant of hats that look as though they had been designed by a permanent resident of Dix Hill, not to mention red fingernails and the appalling antics of jitterbugs.

But let us be more serious. The habit of premature judgment and of intolerance is, as I have said, to be seen on every hand, and endless illustrations of its tragic results could be cited. I desire, however, to call your attention particularly to its destructive effects in the religious field. If we go far enough back in the history of civilization, we always discover that the priest was once deemed to be the sole repository of wisdom and truth. I presume that is why intolerance is most prevalent today among ministers and religious workers.

You are students of history: Reflect upon the red and horrible record of war waged throughout the centuries in the sweet name of Jesus! The earth has repeatedly been bathed in blood because certain gentlemen happened to disagree with one another about the interpretation of some passage of Scripture; mortal men, arrogating to themselves ultimate authority in the realm of opinion, have tortured and murdered by thousands those who presumed to disagree; the stake, the thumbscrew, the rack have sacrificed uncounted victims to the closed mind. Do not commit the error of pointing the finger of horrified scorn at the Roman Catholic Inquisition until you have contemplated the towering figure of John Calvin leering at the stake where Servetus was roasted to death—for what? O, because the two could not agree on the question whether Jesus was the son of the eternal God or the eternal son of God—and Calvin was the stronger.

Ah, yes, you say, but we don't burn people at the stake nowadays. No, but we torture them just as effectively, if more politely. Three or four years ago a distinguished Japanese Christian came to the United States—a man who had for years given ninety-five per cent of his income to religious causes and who had led many thousands of souls to Christ. Forthwith the editor of a certain Midwestern denominational paper made the awful discovery, or said he did, that Dr. Kagawa was not orthodox. There followed much troubled wagging of editorial beards; and it was finally decided that since there was some question about the visitor's theology, he was probably not a safe guide for our young people. My Bible says, "By their fruits," not "by their theology," "ye shall know them." "Who art thou," Paul once asked, "that judgest another man's servant?"

Heresy hunts are still popular among us. A distinguished New York minister, probably the mightiest personal force for righteousness in America, has been fiercely attacked all over the South as an instrument of Satan by editors, ministers, and religious workers generally—most of whom have neither heard him preach nor read a line from his pen. But let us come closer to home. There have been three major upheavals in Southern denominational colleges during the past year; for what? Disloyalty to Jesus? No; difference of opinion on matters relatively unimportant. A professor expressed a thought concerning the next world which happened not to suit a group of ministers; and so, while the poor man was absent from his campus he was dismissed from his position without a hearing. A president raised a question about one of

the ordinances—and the denomination in his State forthwith split into bitterly warring factions. Another professor ventured a remark about the historicity of certain Old Testament figures—and the campus hummed and buzzed with rioting pickets. I do wish our publicists would stop boasting that we Baptists are “a peculiar people”; as applied to many of us, the thing is so perfectly obvious that it requires no elaboration.

Surely it is unnecessary to tell you that I am not for a moment advocating a weak, spineless inability to hold fast to any opinion or conviction. I *am* advocating joyous hospitality to truth, no matter from what source it comes; a stern refusal to form final judgments until all the evidence is in; and a willingness to accord others the unfettered right to their opinions, however widely they may differ from ours. It was Voltaire, I believe, who declared, “I disagree utterly with every word you say, but I am prepared to fight to the death for your right to say it.”

The finest example I have ever encountered of that intolerance which is always born of a mind hermetically sealed against new truth is the remark made in his characteristically illiterate fashion by a former governor of one of our Southern States: “I’ve studied this here evolution business for thirty minutes and there ain’t a thing to it; now we gotta git us some new biology textbooks for our schools.”

The great Apostle to the Gentiles wrote to the Corinthians that when he became a man he put away childish things. The words that precede show clearly that Paul was speaking of ideas and opinions. It is in the capacity for mental and spiritual growth that the widest difference between humankind and the rest of creation is to be found. Whatever else you do or fail to do in life, don’t let that mind of yours stagnate and atrophy; keep it wide open to all the winds of God—and hate only two things: Sin and intolerance.

The fourth ingredient of intellectual maturity is the habit of ministry, whose result is altruism. You may not believe it now, but it is nevertheless true that there are many more tears in this old world than there are smiles; much more sorrow than joy—and the chief reason is that happy people are not so interested as they ought to be in sharing their happiness; that the healthy and prosperous forget the sick and the poor; that those who dwell in the sunshine on the mountain top have so little time for the laden souls in the dark shades of the valley. I am thoroughly convinced that the worst sin of your generation is selfishness. What do you propose to do with your culture, your mental independence, your open-mindedness and toleration? Sit like some sculptured Buddha on the remote peak of your intellectual aristocracy and contemplate with complacent scorn your less fortunate brothers and sisters? God forbid! Consider the radiant, sublime figure of the Man of Nazareth, your example and mine. I do not mean, read what some hair-splitting commentator says about Him, study the dismal logomachies of the theologians, hearken to the everlasting babble of the interpreters; I do mean, press through this chattering horde to the Master Himself and listen to His eternal words of light and life, and strive to follow where He leads. He founded no system of theology, propounded no syllogisms, offered His hearers no mysterious metaphysics; He preferred to light torches for

stumbling feet, to speak comfort to the weary and heavy-laden, to present to a confused and troubled world the love and the mercy of God. And today He requires your allegiance, not your arguments; your consecrated and devoted talents, not your orthodoxies; your hearts, not your creeds. He went about doing good—and if you falter here, if you fail to dedicate your ever-growing powers to the widest possible ministry, you will have missed the profoundest joy in life, and your intellectual growth will never attain its crowning glory.

Culture, independence of mind, toleration, altruism—I commend them to you with all my heart.

Your day is at the morn and you are about to launch your tiny barks on the wide sea. Shout joyously with Tennyson's Ulysses,

“Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset and the baths
Of all the western stars. . . .”

And may the great God of wind and wave bring every little boat safe home to port, when day is done!

FIRST HONOR ROLL**Spring, 1939**

Betty Lou Anderson, Fair Bluff; Carolyn Andrews, Burlington; Lucile Best Aycock, Raleigh; Minetta Bartlett, Kinston; Sadie Barbara Behrman, Greensboro; Dorothy Louise Bell, Currie; Bertie Lucile Brannan, Smithfield; Cora Bradford Burns, Goldsboro; Marjorie Lovelace Burrus, Canton; Mary Ann Canaday, Raleigh; Marysia Chmielinska, Brookline, Mass.; Edna Earle Coggins, Inman, S. C.; Mary Virginia Council, Raleigh; Carolyn Critcher, Lexington; Mildred Ann Critcher, Lexington; Grace Croom, Kinston; Frieda Culberson, Asheville; Jessie Marshall Currin, Henderson; Kathryn Dickenson, Kinston; Ella V. Eddins, Jackson Heights, Long Island, N. Y.; Jean Ellis, Marion; Mary Lee Ernest, Greenville, Ala.; Frances DeWitt Foster, Raleigh; Edith Holmes Freeman, Gates; Marjorie Mae Freeman, Sanford; Nina Elizabeth Gilbert, Benson; Dorothy Green, Danville, Va.; Dorothy Hagler, Gastonia; Olive Hamrick, Raleigh; Sarah Eunice Hayworth, Asheboro; Virginia Carolyn Henderson, Durham; Ernestine Ragsdale Hobgood, Greenville; Anna Lee Johnson, Apex; Catherine Johnson, Winston-Salem; Helen Judson Jones, Selma; Dorothy Glenn Lane, Raleigh; Frances Lanier, Wallace; Julia Reams Lee, Raleigh; Evelyn Levine, Estill, S. C.; Rachel Anne Lewis, Middlesex; Margaret Lee Liles, Shelby; Evelyn Marshburn, Richlands; Ida Ruth Martin, Asheville; Mary Lily Martin, Lexington; Kathleen Midgett, Elizabeth City; Mary Lois Overby, Angier; Celeste Perry, Raleigh; Dorothy Anne Perry, Raleigh; Marie Thorne Perry, Raleigh; Helen Shirley Pizer, Raleigh; Anna Elizabeth Powell, Wallace; Ruth Purvis, Ruby, S. C.; Martha Turnage Raspberry, Farmville; Dorothy Reich, Winston-Salem; Elizabeth Thompson Richardson, Raleigh; Linda Riddle, Raleigh; Florence Evelyn Short, Augusta, Ga.; Claudia Leette Smoak, Aberdeen; Anna Bird Sommerville, Raleigh; Mary Julia Squires, Wake Forest; Portia Tatum, Fayetteville; Betty Marchant Thomasson, Danville, Va.; Elizabeth Carlton Tucker, Winston-Salem; Helen Elizabeth Turner, Newton; Theresa Wall, Winston-Salem; Lillian Baxter Watkins, Manson; Virginia Lee Watson, Charleston, W. Va.; Eunice Margaret Williams, Rose Hill.

SECOND HONOR ROLL**Spring, 1939**

Janet Aikman, Maplewood, N. J.; Edith Ayscue, Buie's Creek; Louise Bashford, Raleigh; Sarah Louise Bennette, Enfield; Nancy Phillips Brewer, Wake Forest; Mary Frances Brown, Elizabeth City; Eva Blanche Butler, Whiteville; Helen Virginia Byrd, Bunnlevel; Dorothy McGee Byrum, Raleigh; Helen Frances Canaday, Raleigh; Margaret Jane Childs, Lincolnton; Sada Louise Clarke, Severn; Sara Margaret Cole, Canton; Dorothy Lydia Crawford, Goldsboro; Alta Anna Critcher, Williamston; Rowena Fleming Daniel, Henderson; Miriam Doub, Raleigh; Josephine

Douglass, Raleigh; Gretchen Eloise Fannee, Scotland Neck; Mary Elizabeth Ferguson, Durham; Minnie Anna Forney, Lawndale; Agnes Freeman, Winston-Salem; Rachel Mae Fulton, Winston-Salem; Madge Eugenia Glazener, Chillicothe, Ohio; Eva Mae Grice, Durham; Margie Lee Griggs, Raleigh; Eloise Guy, Statesville; Huldah Jones Hall, Woodsdale; Virginia Halstead, Kearney, N. J.; Emma Rebecca Hamilton, Morehead City; Cornelia Elizabeth Herring, Zebulon; Cleo Madison Holloway, Durham; Evelyn Holyfield, Rockford; Elizabeth Lee Hostetler, Raleigh; Ida Willa Howell, Lumberton; Sarah Elizabeth Howell, Suffolk, Va.; Sarah Frances Hudson, Knoxville, Tenn.; Anne Lancaster Huffman, Morganton; Ava Elizabeth Jackson, Raleigh; Mary Susan Jackson, Raleigh; Vivien Lee Jeffries, Hamlet; Nancy Lois Johnston, Winston-Salem; Lucile Crouch Jones, Concord; Alice Flack Justice, Rutherfordton; Katherine Kalmar, Goldsboro; Loleta Mae Kenan, Wallace; Eddie Belle Leavell, Nashville, Tenn.; Miriam McGee Leavitt, Wadesboro; Helen MacIntosh, Rochester, N. Y.; Betty Brown MacMillan, Thomasville; Rachel Lee Maness, Troy; Helen Juliette Martin, Raleigh; Amy Kathryn Myers, Elkin; Nancy Rebecca Nuckols, Louisville, Ky.; Alice Annette Page, Morrisville; Marjorie Pearce, Raleigh; Frances Estelle Pizer, Raleigh; Rachel Thornton Poe, Oxford; Cathryn Ann Porter, Rockingham; Ann Price, Wake Forest; Frances Price, Pine Level; Elizabeth Gunter Pruitt, Hickory; Sabra Louise Pruitt, Hickory; Nina Lou Rustin, Penrose; Catherine Scott, Kinston; Aileen Snow, Maplewood, N. J.; Frances Jane Snow, Silcam; Verda Isabella Sommerville, Raleigh; Ethelene Stevens, Raleigh; Annie Lee Tarleton, Wadesboro; Mildred Howard Thagard, Fayetteville; Blanche Louise Thompson, Raleigh; Mildred Ann Thompson, Mt. Gilead; Virginia Vaughan, Washington, N. C.; Martha Jane Washburn, Shelby; Catherine Georgia White, New Bern; Martha Whitted, Varina; Mary Esther Williams, Durham.

Points

<i>No. of Classes per week</i>	<i>Points for first honor</i>	<i>Points for second honor</i>
12	30	22
13	32	24
14	34	26
15	36	28
16	38	30
17	40	32
18	42	34

Grades

- A gives 3 points per semester hour of credit
- B gives 2 points per semester hour of credit
- C gives 1 point per semester hour of credit
- D gives 0 point per semester hour of credit
- E subtracts 1 point per semester hour of credit
- F subtracts 2 points per semester hour of credit

